Red Oak and Oak Terrace Elementary Schools Dual Language Task Force Report May 2026

North Shore School District 112 is a transformative learning organization where curiosity inspires minds, innovation shapes the future, and students, staff, and families engage to create a kind and connected community that is committed to excellence.

I. Introduction: A Vision for a Unified Dual Language K-5 School

This report presents the Board of Education with the comprehensive, task-force-driven plan to consolidate the K-5 Dual Language (DL) program at Oak Terrace Elementary School, effective at the start of the 2027-2028 school year. This strategic initiative is designed not only to build upon the program's three-decade legacy of welcoming multilingual learners but also to ensure its continued focus on program excellence, stability, and academic success for future generations of students in North Shore School District 112.

This plan grew out of a thorough, multi-stage process that began with external program recommendations from Dr. Sonia Soltero. Following this expert review, the administration presented a formal proposal to the Board of Education on June 26, 2025. To ensure a collaborative, community-informed transition, the Superintendent's Dual Language Task Force was established in August 2025 to guide this important work, bringing together staff, families, and community members. This document outlines the strategic rationale for the consolidation, a detailed implementation framework, and a clear timeline for a successful transition.

II. Strategic Rationale and Alignment with District Goals

Grounding major district initiatives in our mission and values is essential for ensuring that change is purposeful and aligned with our commitment to all students. The decision to consolidate the K-5 Dual Language program is driven by data, expert recommendations, and a forward-looking vision for programmatic excellence. This section details the compelling reasons for this initiative and demonstrates its direct alignment with the district's strategic priorities.

The primary driver for this consolidation is the need to ensure the long-term health and stability of the K-5 Dual Language program. Expert analysis by Dr. Sonia Soltero highlighted challenges related to declining enrollments, particularly among English Learner students, which affect the pedagogical integrity of a two-way dual language model. While her recommendation for a phased approach was sound, the administration’s plan represents a practical implementation of this vision. By fully consolidating the K-5 program at the start of the 2027-2028 school year, the district is taking more decisive action to provide programmatic stability and instructional excellence to our students sooner, fully capitalizing on the district's significant investment in the Oak Terrace campus.

The strategic vision for the combined K-5 program is to create a single dual language elementary school at Oak Terrace. This approach yields three core benefits:

- Centralized expertise: By consolidating our highly qualified dual language specialists, dedicated resources, and strong instructional methodologies in one location, we strengthen program quality, consistency, and collaboration across all grade levels.
- Multicultural identity: This initiative reinforces and builds on Oak Terrace's established identity in Highwood, Illinois, as a multilingual educational institution committed to excellence and innovation.
- Continuous program enhancement: The consolidation enables us to build on three decades of dual-language history, leveraging our combined strengths to create even stronger academic and sociocultural outcomes for future generations of students.

This plan directly supports the foundational goals of North Shore School District 112's strategic agenda. The following table illustrates the clear alignment between the consolidation and our district's primary objectives.

Strategic Goal Area	**Alignment with K-5 Dual Language Program Consolidation**
Goal Area 1: Focus on student success and well-being	The consolidation centralizes specialized staff and instructional resources, creating an enriched learning environment that supports high academic achievement and fosters a strong sense of belonging for all students in the Dual Language program.
Goal Area 2: Develop relationships and partnerships	The structure of the Dual Language Task Force, with its dedicated Family Engagement Subcommittee, is designed to build trust and foster strong partnerships. The plan includes proactive communication, school tours, and family-centered onboarding to ensure a smooth and collaborative transition for the entire community.

Strategic Goal Area	Alignment with K-5 Dual Language Program Consolidation
Goal Area 3: Focus on attracting, developing, and retaining quality staff by using resources strategically, responsibly, and flexibly	Consolidating the program into a single facility is a strategic and responsible use of district resources. It enables a more efficient allocation of our specialized staff, fostering a robust professional learning community that will help attract and retain the highest-quality educators.

The historical and operational strengths of Oak Terrace Elementary make it the ideal school to serve as the home for this flagship program.

III. Oak Terrace Elementary: A Future-Ready Campus

Selecting the right location is paramount to the success of a flagship program. The choice of Oak Terrace Elementary is deliberate, grounded in its century-long history of serving multilingual learners and in its status as a modern, well-equipped campus ready to meet students' needs. This section justifies this selection by highlighting the school's deep roots in the community and the significant investments that have prepared it for this role.

Oak Terrace has been a cornerstone of the Highwood community for over 100 years. Its history is marked by a consistent commitment to equity.

- **1916:** Founded with six classrooms, six dedicated teachers, and 187 students, Oak Terrace was built with the express mission to serve the children of Italian and Eastern European immigrant families seeking the American dream through education.[1] [2]
- **1978:** Bilingual education was introduced to serve diverse student populations and cultural backgrounds.[3]

[1] City of Highwood. (n.d.). *Oak Terrace Elementary School* [Webpage]. City of Highwood. Oak Terrace Elementary School | Highwood, IL - Official Website[highlandparkhistory.libraryhost

[2] General 2 — The Highwood Historical Society

[3] District 111 to institute bilingual program. June 8, 1978, p. 33.

- **1988:** Oak Terrace achieved national recognition and was established as a statewide model of educational equity and excellence.[4]
- **1996:** The Spanish-English dual language program was launched at Oak Terrace. Since then, Oak Terrace has served as an elementary school focused on a multilingual community.[5][6]
- **2000:** The 2000 Prairie-style building investment at Oak Terrace created a modern collaborative learning environment designed for 21st-century education by architects Perkins and Will. The new school created grade-level "houses" to give the design an intimate feel and carefully integrated the structure into the existing elementary school site, which contained mature oak trees that were preserved.[7]

Beyond its historical significance, the district has made substantial and sustained physical and financial investments in the Oak Terrace campus. Following an initial facilities investment of more than $13 million in 2000, continued enhancements have transformed it into a future-ready campus capable of supporting a strong Dual Language school.[8]

- **Campus Value:** The campus has a current facility value of $46 million, reflecting a deep and ongoing commitment.[9]
- **Facility Size:** The school has 85,000 square feet of modern, collaborative learning spaces designed for 600 students.[10]

Highland Park Newspaper Index 1978

[4] Archived: Blue Ribbon Schools Program, Schools Recognized 1982-1983 Through 1999-2002 (PDF)

[5] Red Oak Elementary to close in 2027 as part of dual-language consolidation - The Record

[6] North Shore School District 112: Equity and Inclusion Audit Report

[7] Chicago Tribune Staff. (1999, August 29). *Students may feel at home in new Highwood school*. Chicago Tribune. https://www.chicagotribune.com/1999/08/29/students-may-feel-at-home-in-new-highwood-school/

[8] https://www.chicagotribune.com/1999/08/29/students-may-feel-at-home-in-new-highwood-school/

[9] https://www.linkedin.com/pulse/examining-illinois-school-districts-25-billion-new-scott-burns-ypecc/

[10] https://resources.finalsite.net/images/v1763658351/nssd112org/rrsznvrrnbvhhqkx6jx1/NorthShoreSchoolDistrict112AUDACFRFINAL06-30-251.pdf

- **Leadership Model:** Following consolidation, the school will be supported by a robust leadership team comprising co-principals and an associate principal, helping integrate students and staff while fostering a unified, positive school culture.[11]

This transition from a historical foundation to a future-ready school is guided by a deliberately collaborative process that ensures all stakeholder voices inform the implementation framework.

IV. The Dual Language Task Force: A Collaborative Implementation Framework

Managing significant organizational change requires deep and authentic stakeholder collaboration. To this end, the Superintendent's Dual Language Task Force was formed to ensure a comprehensive, transparent, and community-informed approach to the consolidation process. Composed of nearly 60 parents/guardians, staff, and administrators, the Task Force was structured into three subcommittees, each with a distinct mission critical to the transition's success.

Inaugural Dual Language Task Force Meeting

On October 23, 2025, the Dual Language Task Force members gathered for an inaugural meeting to foster collaboration and set strategic direction. Facilitators introduced activities to engage participants and lay the groundwork. During a visioning activity (Appendix I), participants defined success for the 2027-2028 school year. In addition, each subcommittee reviewed future agendas using a "3-2-1" protocol to share affirmations and questions (Appendix J-L). Attendees were issued an exit form (Appendix M). The majority reported feeling hopeful and valued the opportunity to voice their ideas. As a result of this feedback, facilitators adjusted future agendas and sent a survey asking members to vote on a potential new name for the task force. The original name included the word consolidation, which task force members overwhelmingly asked the district to remove because of its negative connotation. From that point forward, the group was referred to as the Dual Language Task Force.

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11 https://resources.finalsite.net/images/v1764616448/nssd112org/sn8qlqe36f39qnudnmfj/DLTaskForceMeeting1Presentation4.pdf

Student Success Subcommittee

Student Success Subcommittee Goals

The Student Success Subcommittee focused on the academic and social-emotional supports needed for Spanish-dominant learners and all students in the Dual Language Program. Its work included selecting a third-party partner to conduct a needs assessment and program audit, reviewing current resources for a potential curricular shift from a 50/50 to an 80/20 instructional model, and assessing staffing needs and language stamina for possible K-2 implementation. The subcommittee also reviewed current professional development opportunities and gathered staff input to identify priorities for FY27.

Student Success Subcommittee Members

Name	Title
Caitlin Castro	Staff
Chelsey Maxwell	Principal
Emma Milner-Gorvine	Staff
Enrique Castro	Director of Multilingual Learners
Jenny Schwind	Principal
Kristin O'Rourke Salamanca	Staff
Leanne Berzanski	Staff
Michael Rodrigo	Asst. Supt. for Teaching and Learning
Rudy Lagunas	Staff
Sarah Jablonski	Staff
Sarah Ramp	Staff
Kaye Piña	Staff
Sarah Gord	Staff
Doug Smithenry	Staff
Lauren Polakoff	Staff

Student Success Subcommittee Activities and Timeline

On October 23, 2025, the Student Success Subcommittee held its "Launch & Framing" session. Committee members focused on building a shared vision for the Dual Language Program by creating visuals of their "hopes and dreams" for the initiative. Facilitators led an analysis of the program's current strengths and areas for growth to define specific teacher needs. Task Force members were directly engaged in designing the Request for Proposal (RFP) by examining instructional elements through the Three Pillars of Dual Language Education.

On November 4, 2025, the subcommittee reconvened to finalize the RFP scope and establish teacher priorities, using an external district's RFP as a benchmark for the drafting process. During the session, the committee discussed and agreed upon an extended timeline to ensure sufficient time for thorough site observations, focus groups, and assessments. Members also provided critical input on professional development, identifying three to five key objectives and analyzing past successful training models to inform future resource allocation.

On December 2, 2025, the meeting was held across Oak Terrace and Red Oak to conduct a formal review of the Draft Request for Proposal. Teachers were provided time to review recent revisions and offer specific recommendations for consideration. This session served as a transition point toward preparing the document for external proposal submission.

On January 29, 2026, the subcommittee conducted a structured review of 10 vendor proposals. Using a specialized rubric to evaluate each submission section by section, members provided detailed ratings to ensure strict alignment with district goals. Following this rigorous assessment, the top-scoring proposals underwent reference checking, leading to the final selection of a vendor to be presented to the Board of Education for review.

On February 17, 2026, the Board of Education held its regular session, where the selection of an external evaluator was presented and recommended. Members of the Board unanimously approved Paridad Consulting as the third-party provider to conduct the comprehensive K-5 Dual Language program evaluation. This milestone marked the conclusion of the committee's proposal review phase and initiated the formal assessment of the district's instructional models and resource alignment.

On March 3, 2026, the committee gathered for an "Instructional Model Curricular Review" to evaluate various language allocation frameworks, ranging from balanced bilingual distribution to higher-intensity immersion models. This analysis informed the co-creation of a K-5 Dual Language Staff Survey to gauge staff interest in these instructional approaches and identify related professional development needs. Teachers provided direct input to ensure the survey accurately captures the instructional staff's perspective on these potential shifts.

On April 21, 2026, the district administered a survey to K-5 Dual Language staff focused on language allocation and professional development needs. The Teaching and Learning Department, in collaboration with building administrators, is using the results to inform professional learning plans for the 2026-2027 and 2027-2028 school years and to anticipate staffing needs should adjustments to the language allocation model occur.

In the fall of 2026, Paridad will present a strategic roadmap to the district consisting of six key deliverables designed to optimize student outcomes and linguistic equity. The presentation will begin with an executive summary of findings, followed by a detailed instructional model analysis and a proposal for a comprehensive biliteracy assessment framework. To ensure academic alignment and operational success, Paridad will also provide insights into ELA and math curriculum pacing along with a dual language class size analysis, all culminating in a final written report and Board presentation that provides guidance for the district’s future planning.

Student Success Subcommittee Findings and Recommendations

1. *Third-Party Needs Assessment and Audit of the K-5 Dual Language Program*

The Student Success Subcommittee is currently finalizing its comprehensive program evaluation in partnership with Paridad. This partnership combines Paridad’s national expertise with our internal research and the specialized feedback gathered from our staff, families, and student focus groups. By bringing these perspectives together, we are developing a clear roadmap for the program's future that prioritizes high academic achievement and a strong sense of bicultural identity.

The final results of the K-5 Dual Language Evaluation will be presented to the Board of Education at the October 2026 regular Board meeting. This presentation will include our formal recommendations for the instructional framework, classroom size guidelines, and resource allocation at Oak Terrace. This report will provide the essential guidance

needed to ensure the consolidated K-5 program continues to meet the “Three Pillars” of dual language.

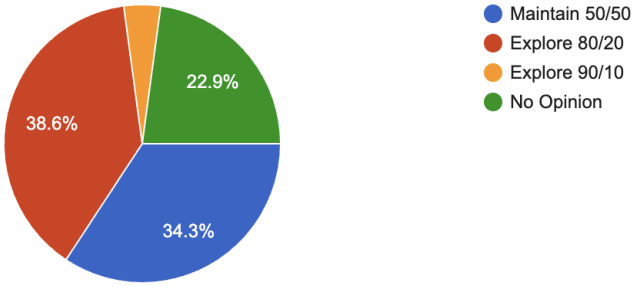
2. *K-5 Staff Input Survey on Language Allocation and Professional Development Needs*

The primary focus of this survey was to evaluate our current 50/50 instructional model and gauge staff interest in exploring alternative frameworks, such as the 80/20 or 90/10 models. Beyond structural preferences, the survey assessed staff confidence in their linguistic and pedagogical capacity to implement potential changes. Additionally, we sought to leverage the professional experience of our staff; by asking educators to identify which model best serves our unique student population based on their daily classroom experiences, we ensure that our instructional framework is rooted in classroom experience rather than theory alone. This professional insight is crucial in determining which model would be most responsive to our students' academic and social-emotional needs. Ultimately, the data collected will help prioritize future professional development topics, such as oracy building and WIDA standards, ensuring that our next steps are directly informed by the needs and expertise of our educators.

Following the administration of the K-5 Dual Language staff survey on April 21, 2026, 70 respondents provided feedback to help evaluate the current instructional landscape and assess interest in potential shifts to the framework. The data revealed a nuanced perspective on language allocation; while 38.6% of staff expressed an interest in exploring an 80/20 model, 34.3% indicated a preference for maintaining the current 50/50 model. Furthermore, when asked which model is most linguistically responsive to student needs, the 50/50 model remained the top choice at 50.0%, suggesting that while staff members are open to potential changes, there remains a strong commitment to the perceived efficacy of the current balanced approach. Conversely, there was minimal support for high-intensity immersion, with only 2.9% of staff recommending a move toward a 90/10 model.

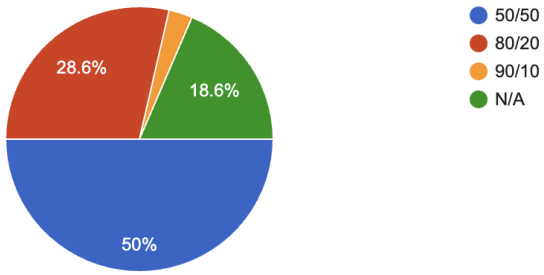
Do you want to explore an instructional model other than 50/50?

70 responses



In your observation, which instructional model (50/50, 80/20, or 90/10) would be most 'linguistically responsive' to our specific student population's academic and social-emotional needs?

70 responses

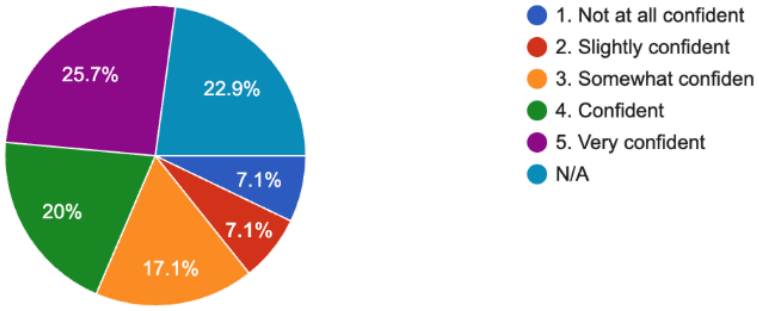


The survey data reveals a significant spread in educator readiness regarding potential changes to the language allocation model. While 25.7% of respondents identified as "very confident" in their linguistic and pedagogical abilities, nearly 23% of staff indicated the question was "N/A" to their role, which may suggest a need for clearer communication regarding how staff may be affected by any changes.

Among those directly affected, a notable gap exists: while 20% feel "confident" and 17.1% feel "somewhat confident," a combined 14.2% of staff reported low readiness, with 7.1% feeling "not at all confident" and another 7.1% feeling only "slightly confident." This range of responses points to the need for a differentiated professional learning strategy.

On a scale of 1–5, how confident do you feel in your current linguistic capacity and pedagogical ability to implement a shift in the language model (e.g., teaching more content in the partner language 80/20 or 90/10)?

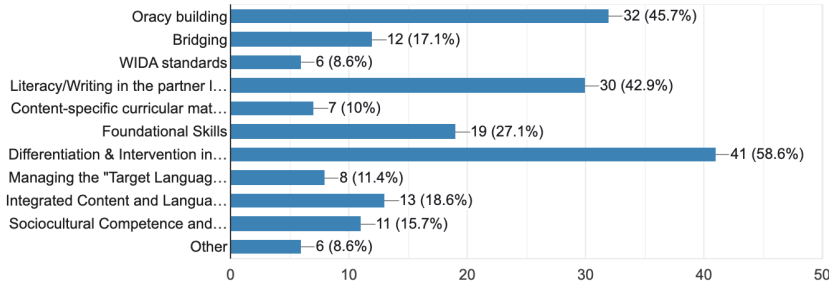
70 responses



The survey also identified several priority areas for future professional learning. The most urgent needs cited include differentiation and intervention (58.6%), oracy building (45.7%), and literacy/writing instruction in the partner language (42.9%). Based on these findings, the subcommittee recommends incorporating these staff-identified priority areas into the professional development plan for the 2026-2027 school year.

To successfully implement or strengthen our DL program, which of the following PD areas do you prioritize as your highest need for the upcoming year? * Choose no more than 3.

70 responses



Family Engagement Subcommittee

Family Engagement Subcommittee Goals

The Family Engagement Subcommittee focused on providing insights and recommendations to ensure a thoughtful and welcoming transition for all students, families, and staff. A key responsibility was to survey current Dual Language families to understand their intentions regarding future enrollment and continued participation after consolidation. The subcommittee planned and held family engagement sessions, including campus tours of Oak Terrace, to familiarize families with the learning and play spaces. Furthermore, this group was tasked with identifying and preserving important school traditions from both communities and creating a supportive onboarding process for new families entering the consolidated program.

Family Engagement Subcommittee Members

Name	Title
Ben Finfer	Director of Communications and Community Relations
Holly Colin	Asst. Supt. for Student Services
Anna Sandoval	Parent
Diana Gran	Parent
Diana Meraz	Staff
Erica Kenner	Parent
Mary Jordan	Staff
Tori Montalbano	Associate Principal
Veronica Avila	Parent
Iara Fuenmayor	Parent
Megan Sink	Parent
Suzana Flores	Parent
Anna Etlinger	Parent
Ashley Servin	Staff
Hal Schmeisser	Parent
Lacey Kornick	Parent

Name	Title
Maria Barraza	Parent
Lori Fink	Board Member/Parent
Dulce Gonzalez	Parent

Family Engagement Subcommittee Activities and Timeline

On November 6, 2025, the Family Engagement Subcommittee met to map current family engagement practices across both Red Oak and Oak Terrace. Members identified existing events, PTO activities, traditions, and extracurricular opportunities, comparing areas of overlap and difference between the two school communities. This discussion helped the group identify ways to better align family engagement practices across both schools. The group also discussed initial themes, potential audiences, and survey design for a Dual Language family survey that could generate both quantitative data and qualitative insights to inform future planning.

On December 11, 2025, the subcommittee focused on planning for upcoming family engagement opportunities. Members discussed dates, timing, and plans for three family engagement events, including what families would experience at each one. The group also explored additional strategies to build student excitement and support a positive transition to Oak Terrace. Facilitators shared a draft of the Dual Language family survey, and members provided feedback to refine its content, clarity, and accessibility.

On January 15, 2026, the subcommittee reviewed the revised Dual Language family survey, which was prepared for distribution to PK-5 families at both Oak Terrace and Red Oak. Members also finalized plans for the February family engagement events, including how those opportunities would help families spend time in the building, learn more about Oak Terrace, and begin building connections across the two school communities. During this session, several subcommittee members toured Oak Terrace to deepen their understanding of the learning environment and to help inform future engagement and onboarding efforts. The group also discussed how additional feedback would be gathered later in the spring.

On February 7, 19, and 23, 2026, the subcommittee, in partnership with the Facilities and Operations Subcommittee, hosted three family engagement events at Oak Terrace. These events gave students, staff, and families an opportunity to spend time in the building, explore the space through activities such as a school scavenger hunt, review conceptual exterior and playground designs, and share feedback on what would best

support students and families. The events also created opportunities for direct conversation with district leadership, architects, PTO representatives, and members of the Bilingual Parent Advisory Committee, while helping to bring the Oak Terrace and Red Oak communities together.

On April 4, 2026, the co-chairs invited committee members to review a draft presentation, survey results, key themes, and ongoing planning considerations, and to share feedback through email or optional virtual office hours.

Family Engagement Subcommittee Findings and Recommendations

1. *Build Community Across Both School Communities*

A key theme across the subcommittee's work was the importance of intentionally building a unified school community. The subcommittee recommends continuing and expanding opportunities for students and families from both schools to connect before the transition. This includes joint events, shared traditions, and structured opportunities for student interaction that can help build a cohesive and inclusive school culture.

2. *Carry Forward Traditions and Activities Families Value*

Families expressed a strong connection to existing traditions and extracurricular opportunities at both Red Oak and Oak Terrace. The subcommittee recommends maintaining important shared traditions while also incorporating experiences that are unique to each school community (Appendix N). The combined school community may also create opportunities to expand extracurricular offerings and develop new programming that reflects its interests and strengths.

3. *Create a Clear and Welcoming Transition for Families*

Through survey feedback and family engagement opportunities, the subcommittee identified several priorities related to onboarding and transition into the Dual Language program (Appendix F). This information will be shared with the future co-principals, who will work with groups such as the PTO and BPAC to plan onboarding experiences for incoming families. Priorities identified by the subcommittee include opportunities for connection, clear communication about program expectations, and access to resources that help families navigate daily routines and the Dual Language program. The goal is to help families feel informed, supported, and connected as they enter the program.

4. *Strengthen Family Resources for Learning at Home*

Survey results highlighted diverse needs among families related to supporting learning at home (Appendix F). The subcommittee recommends providing bilingual resources, including vocabulary supports, guidance for non-Spanish-speaking families, and access to instructional materials connected to classroom learning. Providing materials in both languages will help more families support learning at home.

Facilities and Operations Subcommittee

Facilities and Operations Subcommittee Goals

The Facilities and Operations Subcommittee was responsible for providing feedback related to the physical environment of the consolidated school at Oak Terrace to ensure it is welcoming, functional, and equitable. Its tasks included gathering input on the redesign of the outdoor play space at Oak Terrace, in partnership with Margaret Chaidez from Play Illinois, and the repurposing of interior areas, including the former front office and the staff lounge/workroom. The subcommittee also reviewed furniture needs to align with the district's other renovated K-5 schools, and principal architect Leanne Meyer-Smith of Wight & Co. conducted an overall facilities gap analysis to identify any facility disparities that needed to be addressed.

Facilities and Operations Subcommittee Members

Name	Title
Jessica Rivero	Parent
Adam Hoopai	Parent
Amalia Schwartz	Parent
Cathy Curran	Parent
Don LaBonte	Parent
Jakub Maximilian	Parent
James Bock	Director of Operations, Facilities, & Transportation
Jaret Fishman	Board Member/Parent
Jeremy Davis	Asst. Supt. for Business Services/CSBO
Jeremy Wickham	Exec. Dir. of Technology & Operations
Luis Gonzalez	Parent
Jake Butman	Parent

Name	Title
Piper Mead	Parent
Marybeth Ingle	Parent
Melissa Itkin	Board Member/Facilities Chair
Melissa Madara	Parent
Miriam Garcia	Staff
Nikki Rodrigo	Director of Early Childhood
Tania Morgan	Parent
AJ Rodino	Parent
Ines Llopart	Parent

Facilities and Operations Subcommittee Activities and Timeline

On November 6, 2025, the subcommittee held its first meeting at Oak Terrace Elementary School, where architects from Wight & Co. and Play Illinois led members on a tour of the building and outdoor spaces. During the visit, principal architect Leanne Meyer-Smith shared large design images to help prompt feedback on the areas and features the committee felt were most important to address, including play spaces. Committee members also participated in an interactive activity using design boards to share their ideas, priorities, and potential design elements for the site.

On November 18, 2025, the subcommittee held its meeting at Red Oak Elementary School. A tour was conducted at the request of its members to inform future design comparisons. Facilitators clarified the subcommittee's two-phase process: Phase 1 (Learning & Exploring through tours and idea-gathering) and Phase 2 (Design Synthesis & Feedback, where the architects present recommendations). Facilitators provided time for any outstanding questions about Oak Terrace based on the previous site tour. Subcommittee members shared their concerns about traffic flow and safety at Oak Terrace. A study was requested by Director of Safety and Security Solvei Jurmu and conducted soon after.

On December 12, 2025, the subcommittee met at Ravinia Elementary School to tour

the servery addition. Margaret Chaidez from Play Illinois was in attendance. The subcommittee reviewed three potential designs for the playground replacement at Oak Terrace. A discussion about exploring replacing the blacktop area adjacent to the playground at Oak Terrace took place, and concepts for this area were presented.

On January 15, 2026, the subcommittee met at Indian Trail Elementary School, where architects from Wight & Co. led a tour to help members better understand how key learning and support spaces are designed through the district's renovation work. During the visit, members saw renovated libraries, art and music rooms, classrooms, the teachers' lounge, and a wellness room. Principal architect Leanne Meyer-Smith also walked the group through how features such as lighting, paint, classroom carpeting, and storage have been approached across recent projects. In addition, Director of Safety and Security Solvei Jurmu shared the findings of her traffic and safety analysis of Oak Terrace.

On January 17, 2026, a tour of Ravinia School was also offered to subcommittee members who wanted to see one of the district's recently renovated schools in person. Two members attended with their children and had the opportunity to walk through updated classrooms featuring bright finishes, abundant natural light, and new furniture. The children explored several of the flexible seating options now available throughout the building and across the district's renovated school sites. Due to the weather, the group viewed the new playground from a distance rather than touring it.

On February 12, 2026, Wight & Co. and Play Illinois presented exterior conceptual designs, and the subcommittee provided feedback. Leanne Meyer-Smith and Daniel Wilson from Wight & Co. were in attendance to present the conceptual plan for the exterior (reviewing the front, soccer field, playground, and drive). Landscape architect Daniel Wilson explained that there are three major areas to focus on: Learn, Play, and Connect. Task Force members also heard from Margaret Chaidez of Play Illinois, who showed the latest renderings of the playground, including the subcommittee's request to add more swings, monkey bars, and a "floor is lava" feature.

On February 7, 19, and 23, three events, in partnership with the Family Engagement Subcommittee, were held where students, staff, and families reviewed and provided immediate feedback on exterior conceptual plans. At these events, Leanne Meyer-Smith of Wight & Co. and Margaret Chaidez of Play Illinois showed renderings of the conceptual designs for the exterior and play space at Oak Terrace. Board members Bennett Lasko, Jaret Fishman, Lori Fink, and Melissa Itkin attended one or more of these sessions.

On March 12, 2026, principal architect Leanne Meyer-Smith of Wight & Co. presented a facilities gap analysis comparing Oak Terrace to the district's renovated K-5 elementary schools, including a review of furniture needs to ensure alignment with the renovated K-5 schools (Appendix U). Task Force members also heard the architects' recommendations for the conceptual interior design plans' areas of focus, branding, and inspiration. Renderings were shown as well.

Facilities and Operations Subcommittee Findings and Recommendations

1. *Renovate the Playground and Blacktop Play Area at Oak Terrace*

The Facilities and Operations Subcommittee had extensive discussions on the outdoor play space at Oak Terrace. As a result, the playground design presented by Margaret Chaidez from Play Illinois at the March 16, 2026, regular Board meeting (Appendix D) includes feedback from multiple events. This included staff presentations at both schools, three family engagement events, four Facilities and Operations Subcommittee meetings, two parent presentations, and full-day student presentations at each grade level at both Red Oak and Oak Terrace. Through this extensive community engagement process, Margaret Chaidez completed seven design iterations (Appendix T). The playground design continued to evolve after the March 16 Board meeting, with the final design recommended to the Board on April 21, 2026, based on additional insights and student feedback (Appendix R).

The blacktop area is another space the subcommittee identified as needing attention. As architects reviewed the Oak Terrace facility and broader outdoor recreation areas, they also recommended adding a servery to better align with expectations for how food is distributed to students. The area identified for that addition is currently where the gaga pit is located, which prompted a broader look at how that portion of the site could be reconfigured. As part of that work, Wight & Co. and Play Illinois recommended renovating the existing blacktop area on the east side of the school to create a more functional and updated recess and play space. The concept includes relocating the gaga pit, redesigning the basketball area to feature two half-court basketball areas instead of the current full court, creating dedicated space for activities such as kickball and four-square, adding swings and incorporating a new shade structure. Oak Terrace does not currently have swings. Because the overall exterior play space project is extensive, it is not expected to be completed in a single summer. The total construction cost estimate for the full scope of work is $2 million, including playground equipment and safety surfacing, and the work is expected to be phased, with only the playground portion constructed in summer 2026. Before the construction of the playground and asphalt recess play area could move forward, Wight proposed a study to support that

planning at the March 16, 2026, regular Board meeting, which the Board of Education approved (Appendix O). Additional details, including the proposed construction timeline, were presented to the Board during the Facilities Committee meeting on May 5, 2026, as part of the gap analysis and cost presentation.

2. *Address Traffic Management and Safety Recommendations*

The subcommittee raised concerns about traffic management and safety, and the Director of Safety and Security Solvei Jurmu addressed them. She later presented the *Review Traffic Management Report: Safety and Security* (Appendix C) and its recommendations to the committee.

3. *Renovate Oak Terrace Elementary School*

Oak Terrace is the district's newest elementary school, constructed in 2000, and remains in strong condition. It has appropriate capacity, larger classrooms, small group learning spaces, and mechanical systems that are in good condition. During Phase 1 of the Long-Range Facilities Plan, the district invested more than $6 million at Oak Terrace to replace the heating and cooling systems and roofs, along with needed site and plumbing work. The school has also been maintained and upgraded as needed over time.

The district plans to add solar panels to Oak Terrace this summer. Additional renovations are also recommended to provide an elementary learning environment comparable to the district's recently renovated schools.

Principal architect Leanne Meyer-Smith presented a gap analysis to the subcommittee. At the May 5, 2026, Board of Education Facilities Committee meeting, the same report, along with projected costs and a phased timeline, was presented to the Board of Education with Gilbane Building Company's input and recommendations (Appendix U). The recommended project includes interior renovations at Oak Terrace and site improvements for the playground area, with an estimated total cost of $11.95 million. The work is recommended for summer 2027. This recommendation will also be included in the presentation at the regular Board meeting on May 19, 2026.

Closing Dual Language Task Force Meeting

The final meeting took place on April 16, 2026, at Oak Terrace. Approximately 50 Task Force members attended a two-hour session to hear detailed presentations from each subcommittee facilitator, highlighting major accomplishments. Members were provided

with copies of the draft Dual Language Task Force Report and the Review Traffic Management Report: Safety and Security.

The meeting also included time for a question-and-answer session. Stakeholders raised the topic of modifying the Oak Terrace mascot during initial visioning activities, subcommittee meetings, and joint PTO events. The monarch butterfly mascot holds significant cultural relevance, symbolizing migration, hope, strength, and resilience across diverse communities. Adopting a new mascot would risk sacrificing this deeply meaningful symbol, which aligns with the three pillars of bilingual education. After thorough consultation with stakeholders throughout the year, the district has determined that the monarch butterfly will remain the mascot for Oak Terrace. As mentioned during the meeting, while the Red Oak rocket mascot will be retired upon the school's closure, treasured symbols such as "We All Live Here" will be incorporated into the Oak Terrace campus to honor the legacy of the Red Oak school community.

In addition, the meeting included a discussion of the Gap Analysis, which recommended increasing the presence of student artwork throughout the updated Oak Terrace campus (Appendix U). To implement this recommendation, new murals will be curated next year, with active student involvement from both Oak Terrace and Red Oak. This collaborative project will allow students to work together to create shared imagery for their new unified school community.

At the conclusion of the meeting, a feedback form for the report and the meeting was issued (Appendix P). Facilitators reviewed the feedback and made necessary adjustments to the report based on the identified themes.

Board of Education Facilities Committee Meeting

At the May 5, 2026, Board of Education Facilities Committee meeting, representatives from Wight & Co., Gilbane Building Company, and Play Illinois, who have supported this project throughout the Task Force process, presented a comprehensive $11.95 million renovation and site-improvement plan for Oak Terrace Elementary based on the gap analysis. Funded through Phase 3 cash reserves, the project aims to modernize the school, which remains in strong condition since its 2000 construction, to align with the district’s newly renovated K-5 facilities. Wight & Co.’s proposed work included:

- Classroom updates: New storage, flooring, LED lighting, acoustics, window shades, and flexible furniture.
- Specialized spaces: Improvements to art, music, band, orchestra, and small-group instruction rooms.

- Library Media Center: Modernized seating, shelving, and collaboration areas.
- Staff and security: Enhanced break rooms, conference rooms, security improvements, and a wellness/respite room.
- Additions and exterior: A new food service servery, a universally designed playground, and site improvements to enhance pedestrian safety.

The administration shared that, based on the findings from the gap analysis, certain areas have been excluded from the current project scope, with the possibility of addressing them in the future. The deferrals include:

- No bathroom remodels or updates to corridor flooring and lighting.
- The multipurpose room and gym will remain largely intact, excluding the servery addition and a new PE office (across the hall).
- Outdoor learning spaces previously planned for the front of the school are deferred.

Gilbane reviewed the construction timeline, which would not require students or staff to relocate:

- Summer 2026: Replacement of the playground structure.
- Fall 2026: Final design work, bidding, and Board approval for the broader project.
- Summer 2027: Major interior renovations and remaining site work (blacktop, swings, and accessibility updates).
- August to December 2027: Interior work completion for the 2027-2028 school year, followed by final completion of the servery and site work.

Unified School Implementation Timeline and Key Milestones

A clear, phased timeline is essential for ensuring a smooth, predictable, and successful transition for our students, families, and staff. The following timeline outlines the key milestones for consolidating the K-5 Dual Language program at Oak Terrace Elementary.

Foundational Planning and Recommendation (2025)

1. **June 26, 2025:** The administration formally recommended the full consolidation of the K-5 Dual Language program at Oak Terrace for the 2027-2028 school year to the Board of Education.
2. **August 2025:** The Superintendent's Dual Language Task Force was officially launched to guide the transition process.
3. **October to December 2025:** The Task Force and its three subcommittees (Student Success, Family Engagement, and Facilities and Operations) held initial planning sessions to define their respective scopes of work.

In-Depth Analysis and Community Engagement (2026)

1. **January to April 2026:** Subcommittees continued their focused work, including drafting a family survey, holding family engagement events, identifying and selecting a third party to conduct the Dual Language program review, touring schools, and providing feedback on the exterior design of the school, to inform this report.
2. **May 2026:** The Superintendent and Deputy Superintendent will present this comprehensive plan and the final recommendations of the Dual Language Task Force to the Board of Education at its regular Board meeting.

Phased Consolidation (2026-2028)

1. **2026-2027 School Year:** All incoming Dual Language kindergarten students will enroll at Oak Terrace Elementary.
2. **2027-2028 School Year:** All K-5 Dual Language students will attend Oak Terrace Elementary. To accommodate this move, the district's preschool program will be relocated to Green Bay School.

Additional Highlights

As a result of the Task Force's ongoing collaboration, several partnerships have strengthened this year.

- The Bilingual Parent Advisory Committee (BPAC) has held several meetings this year with strong collaboration between its co-presidents and the district.
    - **September 30, 2025**: BPAC welcomed Sergio Negri, who presented on the importance of parent involvement in schools and provided practical strategies and tools to support effective family engagement.
    - **November 4, 2025**: The committee welcomed back Sergio Negri, who shared practical skills and strategies to help families establish effective habits at home in support of student success.

    - **February 24, 2026**: BPAC hosted a Family Literacy Night in which NSSD112 staff engaged families in a variety of literacy activities and shared practical resources to support reading and learning at home. In addition, a take-home library was made available, allowing families to select and keep books to further promote literacy development outside of school.
    - **April 14, 2026**: BPAC hosted its annual English Language Learners celebration, recognizing the hard work and determination of students across the district. NSSD112 staff from all school buildings nominated more than 60 students for recognition. The event concluded with a dance celebration for students and their families.

- The Red Oak and Oak Terrace school communities came together several times this year to learn and celebrate.
    - **On January 13, 2026,** Oak Terrace hosted a mariachi band event featuring Los Gatos Salvajes from Wheeling High School for all K-5 Red Oak and Oak Terrace students.
    - **On March 1, 2026,** the Red Oak and Oak Terrace PTOs held a Family Skate Night.
    - **On April 9, 2026,** the Red Oak and Oak Terrace PTOs held a joint meeting at Oak Terrace and welcomed the Dual Language Task Force facilitators to provide an update and answer questions. (Appendix Q)
    - **On April 12, 2026,** the Red Oak and Oak Terrace PTOs held a Chicago Wolves game outing.
    - **On May 17, 2026,** the Red Oak and Oak Terrace PTOs held a Dual Language Family Fun Fair.

Professional Learning Across Dual Language Schools

Our dual language teachers have engaged in ongoing professional development with Sonia Esquivel and Danette Meyer from With Partners to strengthen literacy instruction across the district's dual language program. Sonia participates alongside district teachers in Chicago Literacy Group (CLG) professional learning sessions and then collaborates with dual language educators to extend and contextualize that learning specifically for the dual language setting, particularly in Spanish Language Arts. These follow-up sessions support teachers in applying evidence-based literacy practices within a biliteracy framework, ensuring that core literacy instruction is both rigorous and responsive to the needs of multilingual learners.

A key feature of this work has been the intentional design of cross-building collaboration, bringing together dual language teachers from Oak Terrace and Red Oak in grade-level bands (e.g., kindergarten and 1st grade, 2nd and 3rd grade, and 4th and 5th grade). The With Partners kickoff, CLG follow-up sessions, and targeted professional learning with Danette Meyer were structured to foster alignment, strengthen co-teaching practices, and build collective ownership of instruction across both schools. This included a focused emphasis on deepening teachers' ability to deliver aligned, high-quality literacy instruction and co-teaching the writing block in both languages in 4th and 5th grade. Through this coordinated approach, the district has strengthened coherence in Spanish Language Arts, created space for shared problem-solving, and established a unified foundation for biliteracy development across the program.

The following dates reflect the structured professional learning cycle implemented this year:

- **September 9, 10, 11, 16, 17, and 18, 2025:** Chicago Literacy Group (CLG) Round 1; attended by districtwide teachers and administrators (monolingual and Dual Language)

- **September 30, 2025:** 4th and 5th grade Dual Language and Dual Language ESL teachers; focused on integrated bilingual writing instruction

- **October 13, 2025:** With Partners Kickoff and CLG Round 1 Dual Language Follow-Up with Sonia Esquivel; ongoing multi-site collaboration

- **November 5, 6, 12, 19, 20, and December 2, 2025:** Chicago Literacy Group Round 2; attended by districtwide teachers and administrators (monolingual and Dual Language)

- **December 4, 2025:** 4th/5th Grade Dual Language & Dual Language ESL Teachers; focused on integrated bilingual writing instruction

- **January 6, 7, and 8, 2026:** With Partners CLG Round 2 Dual Language Follow-Up with Sonia Esquivel; ongoing multi-site collaboration

- **January 16, 2026 (Early Release):** With Partners Language Development Professional Learning with Sonia Esquivel at Oak Terrace

- **January 20, 21, 22, and February 2, 4, 12, 2026:** Chicago Literacy Group Round 3; attended by districtwide teachers and administrators (monolingual and Dual Language)

- **February 17, 18, and 20, 2026:** With Partners CLG Round 3 Dual Language Follow-Up with Sonia Esquivel; ongoing multi-site collaboration

- **April 2, 2026 (Early Release):** With Partners Language Development Professional Learning with Sonia Esquivel at Red Oak

- **April 14, 15, 16, 21, 22, and 23, 2026:** Chicago Literacy Group Round 4; attended by districtwide teachers and administrators (monolingual and Dual Language)

- **April 28, May 7 and May 8, 2026:** With Partners CLG Round 4 Dual Language Follow-Up with Sonia Esquivel; ongoing multi-site collaboration

This coordinated cycle of districtwide literacy learning and targeted dual language follow-up has helped ensure coherence across district instructional practices while strengthening teachers' capacity to support biliteracy development.

Conclusion

The strategic consolidation of the K-5 Dual Language program at Oak Terrace Elementary marks a significant milestone in strengthening one of our district's flagship programs. Developed through a collaborative process involving staff, families, and district leaders, this plan aligns with our mission to provide excellence and equity for all students. By establishing this unified school, we are making a long-term commitment to future generations empowering them with bilingualism, biliteracy, and cross-cultural understanding essential for success in a global society.

The planning process has strengthened the rationale for supporting the Dual Language program through a unified K-5 campus now and in the future. While the Task Force itself has concluded, the work continues through the transition until the end of the 2027-28 school year. A report of needs assessment and audit of the program that will be presented to the Board of Education Meeting in October 2026 will provide guidance as to what should be maintained and changes are necessary to strengthen the program. In addition, the recommended facilities work will begin this summer and continue until the completion of the recommended renovation project. Throughout next school year the

recommendations of the Family Engagement Subcommittee will be actualized with the leadership of the co-principals and the PTOs.

The district thanks the members of the Dual Language Task Force for the time and perspective they have brought to this process. Their work has helped shape recommendations focused on students and the program's future.

Appendix

Supporting appendix materials are available at nssd112.org/DLTFappendix.

A. Task Force Activities Documentation
B. WIG Dashboard
C. Traffic Management Report: Safety and Security
D. March 16, 2026, Regular Board Meeting
    a. 7.b. Presentation and Proposal for Oak Terrace Playground (Policy 4:150)
E. K-5 Dual Language Transition Website
F. Family Engagement Survey
G. DL Program RFP
    a. February 17, 2026, Regular Board Meeting
        i. 7.b. Presentation - Proposal Recommendation Dual Language Evaluation (Policy 6:10)
H. Paridad Program Evaluation
I. Task Force Visioning Activity
J. Task Force 3, 2, 1 Facilities and Operations Activity
K. Task Force 3, 2, 1 Family Engagement Activity
L. Task Force 3, 2, 1 Student Success Activity
M. Task Force Meeting #1 Exit Form
N. Red Oak and Oak Terrace School Traditions and Activities
O. March 16, 2026, Regular Board Meeting
    a. 9.d. Approval of Wight Project Authorization - Oak Terrace Outdoor Recreation Study (Policy 4:150)
P. Task Force Meeting #2 Exit Form
Q. Red Oak and Oak Terrace April 9, 2026 Combined PTO Presentation
R. April 21, 2026, Regular Board Meeting
    a. 7.c. Approval of Proposal for Oak Terrace Playground (Policy 4:150)
S. May 5, 2026, Board of Education Facilities Committee Meeting
T. Oak Terrace Playground Design Evolution
U. Wight & Co. Gap Analysis Report

Appendix C: Traffic Management Report: Safety and Security

INSPIRE · INNOVATE · ENGAGE
NORTH SHORE
SCHOOL DISTRICT 112

To: Dr. Monica Schroeder, Deputy Superintendent

From: Solvei Jurmu, Director of Safety & Security

Date: January 15, 2026

RE: Traffic Management Report: Red Oak Transition to Oak Terrace (2026-2027 and 2027-2028)

Purpose
This report provides an updated overview of current traffic conditions, the anticipated impacts of transitioning Red Oak students to Oak Terrace (OT), and a summary of the current Traffic Management Plan, along with future plans. The aim is to address task force concerns regarding traffic capacity, safety, and operational readiness during the transition.

Current Traffic Conditions on Prairie Avenue
In collaboration with the Highwood Police Department, I was provided traffic and violation data specifically tied to Prairie Avenue in front of Oak Terrace:

- **Traffic Accidents (01/01/24–11/20/25): 2 total**
  Extremely low volume, with no recurring patterns that suggest structural roadway risks.
- **Traffic Violations (01/01/24–11/20/25): 21 total**
  - Fewer than one traffic stop-related offense per month, spread across 24-hour periods.
  - Most violations were related to cellphone use, rather than speeding or unsafe driving in school zones.

Conclusion:
Prairie Avenue currently demonstrates stable, low-risk traffic behavior. There is no evidence of congestion-related safety issues that would prevent accommodating Red Oak student transitions.

Student Population Impact

Oak Terrace Elementary currently serves approximately 482 students. This includes 150 preschool students divided between morning and afternoon sessions.

Arrival and dismissal occur four times daily. The morning preschool session dismisses midday, shortly followed by the arrival of the afternoon preschool session.

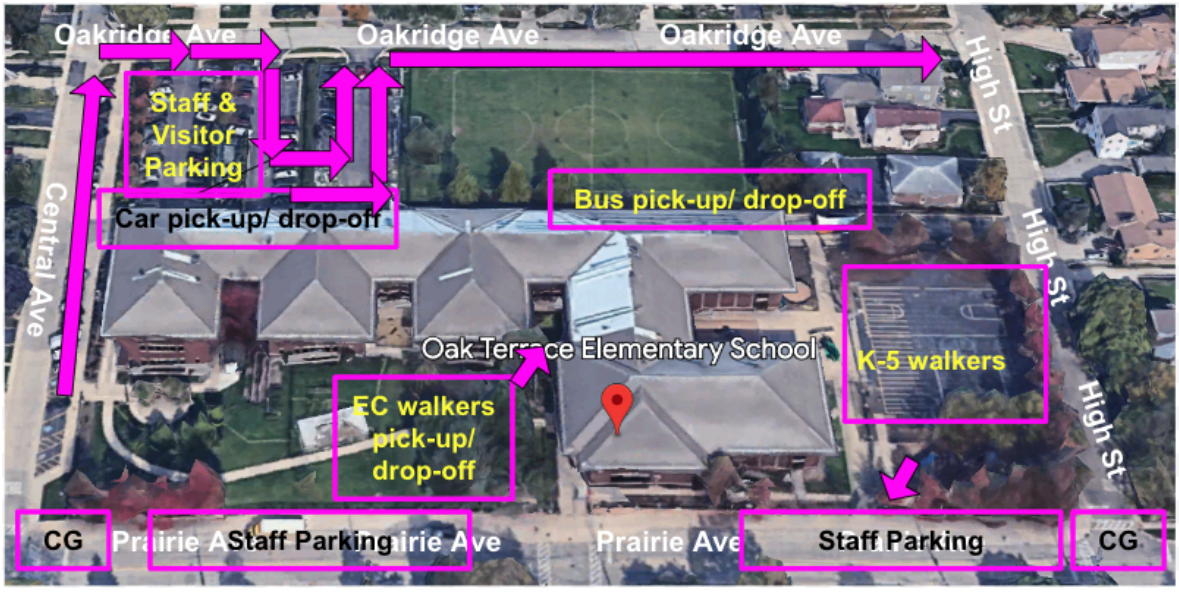
Elementary arrival coincides with the start of the morning preschool session, while elementary afternoon dismissal aligns with the end of the afternoon preschool session. Preschool students arrive/dismiss in separate buses (and special transportation as necessary) from the K-5 population.

Beginning the 2027-28 school year, Early Childhood programming will move from Oak Terrace.

Impact:
When Early Childhood programming moves out of Oak Terrace in the 2027–2028 school year, the incoming Red Oak students will move in, and the overall population will potentially decline, given the anticipated (3) sections of kindergarten for the 2026-27 school year. This change will also eliminate the need for preschool bus transportation at the start and end of the day.

Conclusion:
During the 2026-2027 school year, Oak Terrace Elementary will maintain a stable population. The long-term outlook (post-preschool removal) will further ease roadway and on-site traffic conditions, as there will be only one morning and one afternoon dismissal (eliminating the half-day dismissal preschool requires), allowing all K-5 students to be on buses.

Traffic Management Plan (2025–2026) With 2027-28 Adjustments



The current Oak Terrace Traffic Management Plan (see image above) relies on the consistent and controlled routing of buses, cars, and pedestrians.

- Key Plan Components with no anticipated change during the transition period.
    - All vehicle drop-off and pick-up, including buses and cars, will continue on the north side of the property.
    - Prairie Avenue frontage remains staff-only parking.
    - No walk-up through the staff lot or Prairie is allowed.
    - School Staff Supervisors ensure safety and flow for both arrival and dismissal.
    - Crossing Guard positioned at the corner of High St and Prairie Ave; Central Ave and Prairie Ave; and at High Ave and Highwood Ave.

- **Updated Walk-Up Recommendation (NEW)**
    - All walk-up students (walkers) will be instructed to arrive and depart at the current K–5 walk-up location (Playground on the east side of the property) This consolidates family walk-up traffic to a single, predictable location, simplifying supervision.

Current Safety Concerns:

- Parents are non-compliant with parking procedures, parking on:
    - High Street and blocking the neighbors' driveways
    - Oak Ridge and are blocking the flow of arrival traffic
    - In staff spots on Prairie to walk their child to the playground
    - In the staff lot and walk their children across the lot. They must remain in their cars in the car line, but do not follow directions.

These remain behavioral compliance issues, not indicators of inadequacy in the plan, and will continue to be assessed.

Capacity Assessment
Based on police data, the plan structure, and enrollment projections:

- The system currently supports approximately 482 students without congestion issues.
- The circulation loop located on the north side of the property is designed for continuous flow, not static parking, and has proven effective.
- Walk-up consolidation enhances clarity and reduces unpredictable pedestrian movement.

Assessment Summary:
Oak Terrace is fully capable of accommodating the Red Oak transition starting in the 2027-28 school year without a significant impact on traffic flow around the school during arrival and dismissal times. The plan remains structurally sound, safety-focused, and capacity-appropriate.

Further Recommendations
To reinforce confidence and smooth implementation:

- Maintain a review period in collaboration with Highwood Police during the start of the 2026-2027 school year and make any modifications that would be deemed necessary. This will continue into the 2027-2028 school year and is also a practice that occurs at all school buildings. At Ravinia Elementary, after renovation, the Traffic Plan changed twice.
- Communicate with parents during the summer arrival and dismissal procedures, regardless of the mode of transport (walker, bus, or vehicle).
- Reinforce compliance with driveway, staff lot, and no-walk-up-through-parking rules through parent communication.
- Continue to deploy staff visibility at arrival and dismissal times.
- Assess queue flow at the start of the year to confirm anticipated performance.

How many cars actually drive down the north driveway?

A concern has been raised that the north driveway is congested, unsafe, and used as a cut-through.

I analyzed video footage over five days and determined that between 9 am and 11 am, there were as few as 3 and as many as 15 vehicles. All were related to late arrival,

early pickup, district vehicles, and UPS. Between 1 pm and 3 pm, as few as 3 and as many as 7 vehicles. Between 11 am and 1 pm, I observed an OT staff member standing in the north drive on all days to prevent vehicles from driving through. Only a maximum of three vehicles were seen driving on the drive outside of morning ECC dismissal and afternoon ECC arrival. On the dates I analyzed, the drive had not been used as a cut-through but rather for parents dropping off, picking up, district employees (Operations), USPS/UPS.

School Security Assessment:

1. Perimeter
    a. Fencing prevents unauthorized entry and reduces incidents of student elopement. Other Elementary schools have experienced elopement, and the installation of fences along their play spaces was done to prevent it in the future. Elm Place, Wayne Thomas, Braeside, and Ravinia also have this.

Post Sub-Committee Meeting on January 15, 2026

On January 15, 2026, a presentation was conducted for the Facilities Sub-Committee of the Dual Language Task Force to discuss the Traffic Management Plan at Oak Terrace Elementary. Concerns that were brought up were:

- The lack of obvious school warning signs for vehicular traffic on Prairie Ave
- The safety of crossing students across Prairie Ave at arrival and dismissal.

Lack of Obvious School Warning Signs on Prairie Ave-I conducted a review of this area and identified multiple traffic control signs for both eastbound and westbound vehicles on Prairie Avenue. Eastbound signage begins approximately one block west of Central Avenue, while westbound signage begins approximately one block east of High Street. I also observed a School Warning sign for both directions of traffic on Prairie Avenue at Pleasant Avenue. Pleasant Avenue terminates at Prairie Avenue at the former main entrance to Oak Terrace School and lies between High Street and Central Avenue.

Safety of Crossing Students Across Prairie Ave at Arrival and Dismissal-During arrival and dismissal, I observed a crossing guard present on Prairie Ave at High St and one on Prairie Ave at Central Ave.

Response to Follow-Up: Based on concerns about student safety, on February 24, 2026, I submitted a Letter of Request to the City of Highwood requesting the installation

of a stop sign on Prairie Ave at Pleasant Ave for both east- and westbound traffic. A STOP sign was recommended rather than an additional school warning sign because warning signage alone does not require motorists to alter their behavior, whereas a STOP sign would create a mandatory traffic control point, reduce vehicle speeds, and provide a safer, more predictable crossing opportunity for students during arrival and dismissal.

Response from City of Highwood on March 11, 2026

Response to the Request: On March 11, 2026, I received a response from Highwood City Manager Scott Coren regarding my request letter. The City has reviewed the request to install a stop sign at the intersection of Prairie Avenue and Pleasant Avenue, and it was denied based on traffic safety guidelines and existing intersection control. The City of Highwood already has two stop signs installed at the four-way stops at South Central Avenue and High Street in close proximity to the requested location. Adding a third stop-sign-controlled intersection in an area where two low-volume local roads intersect with a collector road is more likely to reduce safety at all three intersections than to improve conditions at this one.

Appendix G: Dual Language Program Request for Proposal (RFP)

INSPIRE · INNOVATE · ENGAGE
NORTH SHORE
SCHOOL DISTRICT 112

Issued by: North Shore School District 112
Date Issued: December 20, 2025
Evaluation Due Date: June 30, 2026

A. Introduction and Background

North Shore School District 112 is seeking proposals from qualified consultants or organizations to conduct a comprehensive evaluation of our 50/50 Dual Language Program. The purpose of this evaluation is to assess program effectiveness, identify strengths and areas for growth, and provide actionable recommendations to enhance student outcomes in both Spanish and English across all participating grade levels.

District Overview

- **Location:** Highland Park, Highwood, and Fort Sheridan, Illinois
- **Schools:** Nine Schools
- **Students:** 3,752 Students

Program History: The District 112 Dual Language Program, which has been running for more than 25 years, is a Spanish and English two-way immersion option available for students from preschool through eighth grade. The program is designed to develop academic and cultural competence, as well as bilingualism, starting at a young age. In dual language classrooms, approximately half of the students are native Spanish speakers or bilingual, and half are native English speakers, with some students who have another home language, and they are taught by specially certified bilingual teachers. Reading and writing are introduced in both English and Spanish from kindergarten, while math is primarily taught in English with connections to Spanish in grades K-5. Science and social studies are integrated with language arts, providing context and authentic language learning experiences for all students.

> The K-5 dual language program is currently located at Oak Terrace and Red Oak Schools. However, beginning with the 2027-2028 school year, the program will be consolidated at Oak Terrace School. At the middle school level, the dual language program is housed at Northwood Middle School.
>
> The program's goals are to help students achieve high levels of proficiency in both languages, maintain high academic achievement, and develop positive attitudes toward language and diverse cultures. Parents are encouraged to participate in classroom and after-school activities.

Students are encouraged to stay in the program from kindergarten through eighth grade to achieve these goals, maintain a continuous educational plan, and preserve the language balance essential to the program. Dual language students also have opportunities at the middle and high school levels in Township High School District 113, where they can earn the Illinois Seal of Biliteracy and the Highland Park High School Dual Language Seal.

B. Project Description

District 112 is seeking a qualified external consultant to conduct a comprehensive review of its K-5 Dual Language Program. This project will involve a deep analysis of student data, curriculum, instructional practices, and stakeholder feedback. The primary objective is to assess program effectiveness, evaluate the current instructional model, and provide actionable recommendations to ensure all students achieve the program's goals of high academic achievement, bilingualism/biliteracy, and sociocultural competence, especially in light of the upcoming program consolidation.

C. Scope of Services

The selected consultant will be expected to design and execute a multi-faceted evaluation plan. This will include a comprehensive review of all existing program documentation and student data; extensive engagement with stakeholders (including students, families, teachers, and leaders) through interviews, focus groups, and direct observation of program implementation across all K-5 grade levels. The final analysis must synthesize these qualitative and quantitative findings to develop a set of clear, actionable recommendations.

The selected consultant will be expected to perform, at a minimum, the following activities:

Assess the program's effectiveness in promoting the Three Pillars of Dual Language: *High Academic Achievement, Bilingualism & Biliteracy, and Sociocultural Competence*.

- Evaluate the current 50/50 instructional model across schools and grade levels, analyzing its implementation fidelity and identifying areas of celebration and improvement.
- Conduct a needs analysis of English Learners in our current instructional model and recommend the instructional model (e.g., 50/50, 80/20, 90/10) that best supports our population of English Learners.
- Analyze the program's instructional scope and sequence, pacing, and evaluate the methods used for accurately assessing student learning in Spanish and English.
- Review the Dual Language Program model and provide guidance on appropriate classroom class sizes.

Program Review Rubric

D. Deliverables: The selected consultant is expected to provide, at a minimum, the following deliverables:

- A thorough and complete written report of Dual Language Program findings and recommendations, including:
    - **Summary**: A summary of all findings, data analysis, and prioritized, actionable recommendations.
    - **Instructional Model Analysis & Recommendation:** A comprehensive analysis of the current 50/50 model's effectiveness. This deliverable must include a specific, data-driven recommendation to either continue the 50/50 model or transition to an alternative (e.g., 80/20, 90/10).
    - **Comprehensive Biliteracy Assessment Framework:** A set of recommendations for a balanced assessment system in mathematics and literacy. This must specify recommended instruments (e.g., screeners, benchmarks, summative assessments) for tracking student progress in both English and Spanish literacy.
    - **Curriculum & Pacing Framework:** Actionable recommendations for establishing unified K–5 pacing guides that ensure curricular coherence and vertical alignment. The framework should outline key components for content and language allocation and reflect District 112's curricular materials, instructional practices, and goals so our work stays consistent across grade levels.
    - **Dual Language Class Size:** A detailed analysis and recommendation for optimal K-5 class sizes. This must include evidence-based models for student composition (e.g., ratio of native Spanish speakers to native English speakers).
- **Committee Presentation:** a formal presentation to the committee summarizing the comprehensive evaluation findings, data analysis, and all recommendations.
- **Board of Education Presentation:** A formal, public presentation to the Board of Education summarizing the comprehensive evaluation findings, data analysis, and all recommendations.

E. Required Documents Upon Submission of Proposal

Please provide the following:

- **Cover Letter:** A brief introduction to your organization and your interest in this project.
- **Organization Qualifications:** A description of your organization's experience in dual language program evaluation, including relevant project examples and team member biographies.
- **Proposed Methodology:** A detailed project plan outlining your approach to fulfilling the Scope of Services, including a timeline, methods for data collection and analysis, and a stakeholder engagement plan.

- **Detailed Budget:** An itemized budget for all project-related costs, including personnel, travel, materials, and any other expenses.
- **References:** Contact information for at least three (3) recent clients (preferably K-12 public school districts) for whom you have completed similar work.

F. Request for Proposal Timeline

The following timeline is anticipated for the RFP process. The District reserves the right to revise these dates for any reason.

Milestone	Date
RFP Issued	December 19, 2025
Deadline for Questions	January 16, 2026
Proposals Due	January 23, 2026, at 4 p.m.
Board of Education Approval of Selected Consultant	February 17, 2026
Draft Report Due	August 28, 2026
Final Report and Presentation	September 2026

G. Proposal Submission

Proposals will be evaluated by the Assistant Superintendent for Teaching and Learning, the Director of Multilingual Learners, and the Student Success Subcommittee of the Dual Language Task Force. Proposals will be evaluated using the rubric found at the end of this document.

All bidders will be notified of the selection of the Finalist by the Assistant Superintendent for Teaching and Learning. The finalist will then be recommended to the Board of Education.

H. Submission Instructions

Submit proposals electronically in PDF format to:

Contact Name: Michael Rodrigo
Title: Assistant Superintendent for Teaching and Learning
Email: mrodrigo@nssd112.org

Proposals must be received by **January 23, 2026, @ 4:00 PM**. Late submissions will not be accepted.

Program Review Rubric

All questions must be submitted via email only to mrodrigo@nssd112.org. Any interpretation of the RFP will be made only by a written addendum. A copy of such an addendum will be emailed to each person who has provided their email address to Michael Rodrigo and requested that they receive copies of any addenda to this RFP. Failure on the part of a consultant to receive a written interpretation prior to the time of the opening of proposals will not be grounds for the withdrawal of its proposal. Oral explanations or representations will not be binding.

A proposal may be withdrawn or changed if written notice of the withdrawal or change is received by Dr. Rodrigo, in writing, prior to the latest time specified for submission of proposals. Change may be made only by substitution of another proposal prior to the latest time specified for the submission of proposals. Proposals must be valid and binding for a minimum period of 60 days after the date scheduled for the Board of Education's approval of a contract with the selected consultant.

Upon selection, the consultant shall be required to submit a proposed contract for the services covered in this RFP and the consultant's proposal. Any contract will be subject to review by the Board of Education's legal counsel and must be on terms fully acceptable to the Board of Education before it is signed. No contract or agreement will be implied, final, or in effect between the Board and a selected consultant until acceptable contract terms have been reached. The selected consultant must enter into an executed contract with the Board in order to finalize the selection of the proposal. If a mutual agreement on contract terms cannot be reached, the Board will proceed to negotiations with another consultant.

Additional Information

North Shore School District 112 reserves the right to:

- Reject any or all proposals
- Request additional information or clarification
- Modify the scope or timeline as needed

I. Terms of Project Contract

The project should begin no later than March 2, 2026 and be completed by August 28, 2026.

J. General Terms and Conditions

By submitting a proposal in response to this RFP, the consultant also agrees to the following:

1. Bid Rigging and Bid Rotating: As required by the Criminal Code, 720 ILCS § 5/33E-11, the consultant certifies that it is not barred from contracting with any unit of State or Local Government as a result of a violation of any criminal statute including, but not limited to, the bid-rigging (Section 33E-3) or bid rotating (Section 33E-4) provisions of the Criminal Code. The consultant agrees that if this certification is false, the District may declare the contract void. The consultant further certifies that it will provide a drug free workplace as required by the Illinois Drug-Free Workplace Act, 30 ILCS §§ 580/1 et seq. If applicable, the consultant shall collect and remit Illinois Use Tax on all sales of tangible personal property into the State of Illinois in accordance with the provisions of the Illinois Use Tax Act, 35 §§ ILCS 105/1 et seq., regardless of whether the consultant is a retailer maintaining a place of business within this State" as defined in Section 2 of the Use Tax Act.
2. Freedom of Information Act Compliance: The District is subject to the Freedom of Information Act, 5 ILCS 140/1, et seq. ("FOIA"), and any and all information submitted to the District may be subject to disclosure to third parties in accordance with FOIA. If any consultant requests that the District withhold any submitted information as trade secrets, commercial information, or financial information from disclosure to a third party in response to a FOIA request, such consultant must notify the District of such request at the time such information is submitted to the District, along with a statement that disclosure of such information will cause competitive harm to the consultant, as provided by FOIA Section 7(1)(g), 5 ILCS 140/7(1)(g). Any content not so marked by the consultant at the time of submission to the District will be presumed to be open to public inspection. The consultant may be required to substantiate the basis for its claims at a later time. Notwithstanding timely notice received from the consultant in accordance with Section 7(1)(g), the District reserves the right, in its sole discretion and subject only to applicable law, to withhold or release the subject information in response to a FOIA request. The consultant waives any rights it may have, or claim to have, to challenge, protest, enjoin or otherwise assert a claim relating to, connected with, or arising from any FOIA request. As a potential provider of a governmental function on behalf of the District, the consultant agrees to cooperate with the District, without additional charge, in responding to any FOIA request, including by timely providing any documents requested by the District that directly relate to the governmental function that the consultant has been engaged to perform on behalf of the District.
3. Confidentiality and Student Records: In the course of providing services for the District, the consultant may have access to District records (including, but not limited to student and personnel records) only to the extent necessary for the performance of such services. The consultant agrees that any information it receives from the District or otherwise with respect to individual District employees or students shall remain the property of the District and shall be treated and maintained by the consultant as

confidential information and used only for the purpose of providing services for the District.

Student record information shall not be disclosed to third parties for any reason other than when required by law, and will not be used for the consultant's own personal or business purposes outside the performance of services for the District. All information that qualifies as a student record under the Family and Educational Rights Privacy Act and the Illinois School Student Records Act shall be handled by the consultant in accordance with those laws. If there is a breach of such information (e.g. disclosure to a third party by the consultant), the consultant shall, within two (2) calendar days of knowledge of the incident, inform the District of the breach and the data affected. The consultant further agrees to comply with all state and federal laws, including, but not limited to, the Illinois School Student Records Act, the Illinois Mental Health Act and Developmental Disabilities Confidentiality Act, the federal Family Educational Rights, and Privacy Act, the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and all rules and regulations governing the release of student, personnel, and medical records. The consultant also shall abide by all other records confidentiality obligations of the District and all District policies and procedures applicable to the same.

Upon termination of any agreement between the District and the consultant, any District employee or student record information in possession of the consultant (or its employees) shall be returned to the District and all copies of such information in all formats destroyed in accordance with all applicable laws and U.S. Department of Education and Privacy Technical Assistance Center guidelines within thirty (30) days of termination.

By submitting a proposal, the consultant also agrees that the following provisions will be binding on the selected consultant and shall be incorporated by reference into the contract to be negotiated by the District and the selected consultant:

4. Insurance: The consultant shall procure and maintain at its own cost and expense (1) comprehensive general liability on an occurrence basis to ensure all loss (including, but not limited to, attorney's fees and costs), claims, demands, or actions for damage to property, or bodily and personal injury to or death of any one or more persons in the minimum amount of $2,000,000 per occurrence and in the aggregate, (2) umbrella or excessive liability coverage in a minimum amount of $2,000,000 per occurrence and in the aggregate, (3) worker's compensation coverage in the minimum statutory amounts, and (4) comprehensive auto liability insurance, including hired and non-owned vehicles, in the amount of $1,000,000 per occurrence and in the aggregate for bodily injury and property damage. The consultant shall name the Indemnitees (defined below) as additional insureds on all insurance policies required herein, with the exception of the

worker's compensation insurance. The insurance required of the consultant shall be primary and noncontributory.

The consultant shall provide a certificate of insurance on a form acceptable to the District evidencing the required insurance. The certificates of insurance and all insurance policies required to be obtained by the consultant shall provide that coverages afforded under the policies will not be canceled, reduced, or allowed to expire without at least thirty (30) days prior written notice given to the District. If any of the insurance coverages are required to remain in force after final payment, all additional certificates evidencing the continuation of such coverage shall be submitted with the final application for payment.

5. Indemnification: The consultant shall indemnify and hold harmless the District, the Board of Education of North Shore School District 112, and its individual board members, officers, employees, agents, volunteers, successors, and assigns ("Indemnitees"), from any and all costs, damages, losses, judgments, liabilities, and expenses (including reasonable attorneys' fees and litigation costs) brought against or incurred by the Indemnitees arising out of, in connection with, or related to (1) any acts or omissions of the consultant; and (2) any breach by the consultant of the contract.

6. Compliance with Applicable Law: The consultant shall at all times observe and comply with all applicable laws, rules, ordinances and regulations, including, but not limited to, the Illinois Prevailing Wage Act (820 ILCS § 130/1 et seq.), the Illinois Human Rights Act (775 ILCS § 5/1 et seq.), the Equal Employment Opportunity Act (42 U.S.C. § 2000e), and the Illinois Criminal Code (720 ILCS § 5/1 et al.) in performing under this RFP and its proposal.

7. Payment: All payments shall be paid in accordance with the Local Government Prompt Payment Act, 50 ILCS 505/1 et seq.

8. Termination: The District may terminate the agreement, with or without cause, by providing at least thirty (30) days advanced written notice.

Program Review Rubric

Overall Ratings Review

This scale assesses the vendor's total alignment with District needs, specifically regarding K-8 dual language models and school consolidation.

Score	Description
1-3 (Poor)	Missing essential elements. Demonstrates little understanding of the RFP's specific needs (e.g., 50/50 model, upcoming consolidation). High risk of failure or significant revision required.
4-6 (Acceptable)	Meets minimum requirements but lacks depth, innovation, or clarity. Methodology is standard but not customized for the District's context (e.g., K-8 alignment , consolidation).
7-8 (Good)	Proposal is clear, comprehensive, and addresses all RFP requirements. Plan is feasible, and the vendor has relevant experience. Demonstrates a good understanding of the program's goals.
9-10 (Excellent)	Exceeds all requirements. Methodology is detailed, highly targeted, and innovative. Demonstrates deep expertise specific to Dual Language (e.g., instructional models like 80/20, 90/10). Exceptional past performance and highly competitive cost-effectiveness.

Vendor Proposal Review

This rubric evaluates vendor proposals for the Dual Language Program Review based on methodology quality, deliverable completeness, cost-effectiveness, and timeline feasibility. It ensures the selected partner provides a clear K-8 biliteracy framework and actionable data within the district's required schedule and budget.

Evaluation Criteria	Scoring (1-10 points)	Weight	Maximum Points	Notes/Key Requirements from RFP
Quality and Clarity of the Proposed Methodology (RFP Sec. C)	(1-10)	×2.0	20	Detailed project plan, timeline, methods for data collection and analysis, and stakeholder engagement plan (students, families, teachers, leaders). Must cover all requirements in Scope of Services.
Completeness and Actionability of Deliverables (RFP Sec. D)	(1-10)	×1.5	15	Addresses all required deliverables: Instructional Model Analysis & Recommendation (50/50, 80/20, 90/10) , Comprehensive Biliteracy Assessment Framework , Curriculum & Pacing Framework (K-8) , Dual Language Class Size Analysis , Final Report, and Board Presentation.
Cost-Effectiveness (RFP Sec. E)	(1-10)	×1.0	10	Detailed, itemized budget that aligns with the scope of services. Justification for personnel, travel, and materials. Represents a high-value investment for the District.
Timeline Feasibility (RFP Sec. F)	(1-10)	×0.5	5	Proposed timeline aligns logically with the RFP process dates (e.g., Proposals Due by January 24, 2026) and the scope of work. Includes realistic sequencing of data collection, analysis, stakeholder engagement, and reporting aligned to district calendars and school operations.

Total Points: Proposal Evaluation			50	

Vendor Qualifications, Expertise, and Past Performance Evaluation Rubric

This section evaluates the vendor's specialized expertise in the Three Pillars of Dual Language and their track record with public school districts. It ensures the proposed team possesses the technical knowledge to analyze outcomes for English Learners and a proven history of delivering successful, large-scale K-12 evaluations.

Evaluation Criteria	Scoring (1-10 points)	Weight	Maximum Points	Notes/Key Requirements from RFP
Expertise in Dual Language Program Evaluation (RFP Sec. E)	(1-10)	×2.5	25	Proven experience in evaluating the Three Pillars of Dual Language: Academic Achievement, Bilingualism/Biliteracy, and Sociocultural Competence. Team member biographies demonstrate specific expertise, including examining outcomes for English learners.
Experience Working with Public School Districts (RFP Sec. E)	(1-10)	×1.5	15	Relevant project examples, especially within K-12 public education. Demonstrated understanding of public district operations and constraints.
References and Past Performance (RFP Sec. E)	(1-10)	×1.0	10	Quality of references (at least three recent clients, preferably K-12 public school districts). Feedback confirms successful, similar work.
Total Points: Qualifications Evaluation			50	

Appendix H: Paridad Program Evaluation

Paridad Education Consulting
5315 Clark St., #229
Chicago IL 60640

January 23, 2026

Dr. Michael Rodrigo
Assistant Superintendent for Teaching and Learning
North Shore School District 112
445 Sheridan Road
Highwood, IL 60040

Dear Dr. Rodrigo and Members of the Selection Committee,

With over 25 years of dedicated work in multilingual education and a specialized focus on dual language program development, Paridad Education Consulting is pleased to submit this proposal for the comprehensive evaluation of North Shore School District 112's 50/50 Dual Language Program. Paridad brings rich expertise to support your district's commitment to academic excellence, bilingualism/biliteracy, and sociocultural competence

.Northshore District 112’s 25-year investment in dual language education represents a remarkable commitment to equity and excellence. As you approach the significant transition of consolidating your K-5 program at Oak Terrace School for the 2027-2028 school year, this evaluation provides a critical opportunity to ensure that your program continues to meet the highest standards of effectiveness while serving all students—particularly English Learners—with culturally and linguistically sustaining practices.

Paridad is uniquely positioned to address your evaluation needs with:

Specialized Expertise in Dual Language Education: Our team includes nationally recognized leaders whose work has shaped the field of dual language education for decades. We bring deep knowledge of the *Guiding Principles for Dual Language Education* (3rd edition, Center for Applied Linguistics) and extensive experience applying these principles in real-world settings. Our evaluation framework is explicitly aligned with these research-based principles, ensuring that your program is assessed against the highest standards in the field.

PARIDAD

- **John F. Hilliard**, President of Paridad and former New York State Bilingual Teacher of the Year, with expertise in multilingual curriculum development and dual language support and program evaluation
- **Cristina Sánchez-López**, a bilingual educator with 30 years of experience supporting multilingual learners, including those with disabilities

COLLABORATING EXPERTS

- **Dr. Margo Gottlieb**, whose work on language development standards through WIDA has shaped practice in 42 states and territories
- **Dr. Fred Genesee** (professor emeritus) McGill University, primary research interests focus on bilingualism and bilingual first language acquisition in typically-developing and children with impairment. Dr. Genesee's research in the area of dual language education is renowned.

Comprehensive Approach: We will conduct a rigorous, multi-faceted evaluation that examines student achievement data, instructional practices, curriculum alignment, and stakeholder perspectives across all grade levels (K-5).

Actionable Recommendations: Our deliverables will provide clear, evidence-informed guidance on the optimal instructional model, biliteracy assessment framework, curriculum pacing, and class size considerations—all specifically tailored to District 112's context and goals.

Proven Track Record: Paridad has successfully partnered with school districts, state education agencies, and educational organizations across Illinois, the United States and internationally to evaluate and strengthen dual language programs.

We understand that this evaluation will inform critical decisions about your program's future. Our asset-based methodology is designed to highlight your program's strengths while identifying strategic opportunities for growth. We are committed to delivering findings and recommendations that are grounded in research, responsive to your community's needs, and immediately actionable.

We look forward to the opportunity to partner with North Shore School District 112 in this important work.

Sincerely,



John F. Hilliard

President, Paridad Education Consulting
jhilliard@paridad.us
(312) 919-8980

PROPOSAL FOR A COMPREHENSIVE EVALUATION
North Shore School District 112 Dual Language Program

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SECTION I: ORGANIZATION QUALIFICATIONS

About Paridad Education Consulting

Paridad Education Consulting is an independent professional educational consulting organization whose mission is to bring parity and educational excellence to multilingual education by providing innovative practices and expertise that improve educational experiences for language learners, including English Learners with Disabilities (ELSWDs). For more than a decade, Paridad has worked nationally and internationally to support comprehensive educational services through four interconnected areas of expertise:

1. **Consulting Services**: Technical assistance, professional learning, workshops, and program evaluation
2. **Research and Publications**: Literature reviews, white papers, and collaborative scholarly works
3. **Symposia and Institutes**: Including the annual international Multilingual Special Education Symposium
4. **Policy Guidance and Networks**: Supporting state and local education agencies in developing evidence-based policies

Organizational Strengths Relevant to This Project

Deep Expertise in Dual Language Education
Paridad's associates have contributed to seminal works in the field, including *Dual Language Handbook: A Handbook for Enriched Education* (Genesee, Cloud, & Hamayan) and *English Language Learners at School: A Guide for Administrators* (Hamayan). Our team has developed innovative frameworks such as CoCoMo (Common Core and More), a curriculum planning process for integrating content and language standards, and EL ESPEJO©, a comprehensive, and linguistically and culturally responsive curriculum framework created in collaboration with Dr. Margo Gottlieb. In addition, Paridad is one of the founding and ongoing and active members of the National Dual Language Forum.

Foundational Dual Language Resources

Guiding Principles for Dual Language Education & Three Pillars of Dual Language

Our evaluation methodology is explicitly grounded in the seven *Guiding Principles for Dual Language Education* (3rd edition, 2018, Center for Applied Linguistics),

which represent the research-based foundation for exemplary dual language programs:

1. **Student as Language Learner:** Dual language programs promote high levels of bilingual proficiency and biliteracy
2. **Student as Learner of Rigorous Academic Curricula:** Students in dual language programs meet or exceed grade-level academic standards
3. **Student as Member of Multiliterate Learning Community:** Students develop sociocultural competence and appreciate multiple perspectives
4. **Quality of Instructional Personnel:** Dual language teachers possess specialized knowledge and skills
5. **Quality of Curriculum and Instruction**: Program provides grade-appropriate curriculum through both program languages
6. **Family Participation**: Families are active partners in their children's education
7. **Support at the School and District Levels:** Strong institutional support through leadership, resources, and accountability

These seven principles provide the framework for our evaluation, ensuring that District 112's program is assessed against the most current research and best practices in the field.

Three Pillars of Dual Language

Our evaluation will also explicitly address the three pillars that form the foundation of effective dual language programs:

- High Academic Achievement in both languages
- Bilingualism and Biliteracy development
- Sociocultural Competence

The Prism Model

Our evaluation methodology will also reference The Prism Model, in *Educating English Learners for a Transformed World* (2nd Ed.) A Guide for Professional Collaborative Learning (Collier, Thomas & Lachance, 2026)

1. Academic Development in L1 & L2
2. Language Development in L1 & L2
3. Cognitive Development in L1 & L2
4. Social and Cultural Processes in L1 & L2

Expertise in Serving English Learners

Paridad has conducted extensive reviews of language education policy in the United

States, including a multi-layered study analyzing K-12 language development models and programs across states and districts (2020). We have particular expertise in conducting needs analyses for English Learners and recommending instructional models (50/50, 80/20, 90/10) that best support specific student populations. Paridad has provided in depth evaluations of programs that serve multilingual learners with disabilities in a variety of settings.

Deep Illinois Experience
Multiple members of our team have extensive experience working in Illinois including:

- Direct support to Districts, many of which are dual language districts 15 (Palatine), 34 (Glenview), 38 (Big Hollow), 44, 50 (Harvard), 60, 112 (North Shore), 116 (Urbana), 122 (Harlem), 205, 308, 428 (DeKalb) and 205 (Rockford)
- Collaboration with Illinois State Board of Education on policy development, specifically in the development of the *Illinois Comprehensive Literacy Plan* and chairing the Illinois Committee for Effective Literacy
- Development of guidance documents for Illinois districts implementing dual language programs
- Support districts in professional learning related to the Illinois Learning Standards, WIDA ELD Standards (2020), WIDA SLD Standards Framework (2023) and state assessment systems

Experience with English Learners with Disabilities

For more than a decade, Paridad has been recognized as a national leader at the intersection of multilingual education and special education as authors, researchers and in convening national and international events. This expertise ensures that our evaluation will thoughtfully consider the needs of all learners.

Organizational Independence
As an independent entity with no institutional affiliations, Paridad maintains research integrity and objectivity. We do not currently have any contracts with Northshore District #112 and, to our knowledge, none of our proprietary literacy or curricular frameworks are implemented in the current dual language program. Our recommendations are informed by evidence and best practices.

SECTION II: TEAM MEMBER BIOGRAPHIES

PARIDAD ASSOCIATES

John F. Hilliard, M.Ed. – Project Director

Role: Overall project leadership, instructional model analysis, curriculum framework development

John F. Hilliard is the President and founder of Paridad Education Consulting. With more than 30 years of experience in bilingual and dual language education, John brings a comprehensive perspective that spans classroom teaching, university instruction, and national-level consultation.

Relevant Experience:

- **Award-Winning Bilingual Teacher**: Named New York State Bilingual Teacher of the Year (1990-91)
- **Program Development Expertise**: Co-Developer of Common Core and More! Summer Institute (CoCoMo) and the Dual Language Summer Institute (DUSI, 2007-2011)
- **Professional Learning:** Co-author and project director of **DualU**, a comprehensive professional learning curriculum for dual language program stakeholders.
- **Standards and Assessment**: National Consultant to WIDA Consortium's SALSA/PODER advisory panel for Spanish Language Development Standards
- **Curriculum Innovation**: Co-Author and Developer of EL ESPEJO, a comprehensive curriculum framework for integrating language and content standards (with Dr. Margo Gottlieb)
- **K-8 Experience**: Eight years as a bilingual elementary teacher in Buffalo, NY; current work includes supporting dual language programs from PreK through middle school

Educational Background:

- Master of Education – General/Bilingual, University of New York at Buffalo
- Bachelor of Fine Arts, University of California at Berkeley

Publications:

- Sanchez-Lopez, C., Young, T., Genesee, F. & Hilliard, J. (2022). *Welcoming bilingual learners with disabilities into dual language programs: White Paper*. Washington, DC: Center for Applied Linguistics.

- Co-author of multiple chapters in edited volumes on dual language education
- Regular presenter at La Cosecha Dual Language Conference and WIDA Annual Conference
- Co-author of EL ESPEJO©, a comprehensive, and linguistically and culturally responsive curriculum framework created in collaboration with Dr. Margo Gottlieb.

Mr. Hilliard was recruited to Illinois in 1993 by the Illinois Center to serve as a resource to many of the state's nascent dual language programs. He advised the planning and professional development of staff from programs in Schaumburg, Rockford, Elgin, Evanston, as well as the newly launched program at SD#112. This historical knowledge will offer him a unique and comprehensive perspective in the evaluation of the program at North Shore District#112.

Role in This Project: John will serve as Project Director, ensuring methodological rigor, coordinating all evaluation activities, conducting classroom observations, leading administrator interviews, facilitating student focus groups, managing data organization and coding, and leading the development of recommendations for instructional model, curriculum pacing, and class size.

Cristina Sánchez-López, MS.Ed. – Co-Principal Investigator and On-Site Evaluation

Role: English Learner needs analysis, classroom observations, teacher interviews, family engagement, special education considerations. Cristina Sánchez-López is Co-President at Paridad Education Consulting with 30 years of experience as a bilingual educator. Her expertise in supporting multilingual learners, particularly those with disabilities, brings critical perspective to this evaluation.

Relevant Experience:

- **Multilingual Learner Support**: Extensive experience developing culturally and linguistically sustaining multi-tiered systems of support (MTSS) for multilingual learners and multilingual learners with disabilities
- **Curriculum and Instruction**: Expertise in mathematics instruction for multilingual learners, literacy across content areas, and unit planning
- **Assessment**: Specialization in appropriate assessment models and tools for special education services eligibility within MTSS frameworks
- **Bilingual Teaching**: Taught at elementary, middle school, and university levels in the U.S. and Mexico for 30 years

- **Professional Learning**: Facilitator of professional learning communities and technical assistance nationally and internationally
- **Policy and Practice Influence:** Advisor to states and ministries of education, school districts, and educational organizations on multilingual education effectiveness and policy recommendations.

Educational Background:

- M.S., Literacy Education, Northern Illinois University
- ESL/Bilingual Endorsement, National Louis University/Illinois Resource Center
- Graduate Studies, Applied Linguistics, Universidad de las Américas, Puebla, México
- B.A., English/Political Science, Illinois Wesleyan University

Publications:

- Hamayan, E., Marler, B., Sanchez-Lopez, C. & Damico, J. (2022). *Special Education Considerations for Multilingual Learners: Delivering a continuum of services*, 3rd Edition. Philadelphia, PA: Caslon Brookes Publishing.
- Sanchez-Lopez, C., Young, T., Genesee, F. & Hilliard, J. (2022). *Welcoming bilingual learners with disabilities into dual language programs: White Paper*. Washington, DC: Center for Applied Linguistics.
- Sanchez-Lopez, C. & Young, T. (2018). *Focus on Special Educational Needs*. Oxford University Press.

Language Proficiency: Bilingual and biliterate in Spanish and English

Role in This Project: Cristina will conduct classroom observations, develop the needs analysis for English Learners, lead all family engagement activities (focus groups in English and Spanish), conduct stakeholder engagement activities with educators, and provide specialized guidance on supporting students with diverse learning needs.

COLLABORATING EXPERTS

Margo Gottlieb, Ph.D – Senior Evaluation Consultant

Role: Assessment framework design, data analysis, biliteracy evaluation

Dr. Margo Gottlieb is one of the nation's foremost experts on language development standards and assessment for multilingual learners. Her work has shaped state and national policy for more than three decades.

Relevant Experience:

- **WIDA Leadership**: Co-founder and Lead Developer of the WIDA Consortium, creating language frameworks for standards-referenced assessment systems (2004, 2007, 2012, 2020, 2021, 2023) used by 42 states and territories
- **Assessment Expertise**: Author of *Assessing Multilingual Learners: Bridges to Empowerment* (3rd ed., 2024), *Assessment in Multiple Languages: A Handbook for School and District Leaders* (2022) and *Classroom Assessment in Multiple Languages: A Handbook for Teachers* (2021) among others
- **Dual Language Assessment**: Co-author of *Collaborative Assessment for Multilingual Learners and Their Teachers: Pathways to Partnerships* (2025, with A. Honigsfeld)
- **Policy Guidance**: Member of U.S. Department of Education's Inaugural National Technical Advisory Council (2008); Fulbright Senior Specialist in Assessment and Evaluation
- **K-12 Experience**: Extensive work with states and school districts nationally on developing appropriate assessment systems for multilingual learners in both English and Spanish

Educational Background:

- Ph.D., Public Policy Analysis, Evaluation Research and Program Design, University of Illinois-Chicago
- M.A., Applied Linguistics, Northeastern Illinois University
- B.A., Teaching of Spanish, High Honors, University of Illinois, Urbana-Champaign

Recognition:

- 2025: Inducted into inaugural class of the Multilingual Education Hall of Fame
- 2016: Corwin/Sage One Million Dollar Author
- 2016: TESOL International Association's 50@50 recognition for significant contribution to the profession

Dr. Gottlieb will design the comprehensive biliteracy assessment framework, analyze student achievement data in both languages, and provide expert guidance on appropriate assessment instruments and practices.

Fred Genesee, Ph.D – Dual Language Researcher & Data Analyst

Role: Research design consultation, interpretation of bilingualism and biliteracy outcomes, data-informed program analysis

Dr. Fred Genesee is Professor Emeritus at McGill University and one of the world's most respected scholars in bilingualism, dual language education, and second language acquisition. His research has shaped the theoretical and empirical foundations of dual language programs internationally for more than four decades.

Relevant Experience:

- **Foundational Research in Dual Language Education:** Internationally recognized for seminal research on immersion and dual language programs, including long-term outcomes for academic achievement, bilingual proficiency, and biliteracy development
- **Bilingualism and Language Acquisition Expertise:** Extensive research on bilingual first language acquisition, second language development, and the relationship between language proficiency and academic achievement
- **Data Interpretation and Program Evaluation:** Deep expertise analyzing and interpreting quantitative and longitudinal data from dual language and immersion programs to inform program design, refinement, and policy decisions
- **Equity and Learner Variability:** Research addressing outcomes for diverse learners, including English Learners, students with learning difficulties, and students from varied linguistic and socioeconomic backgrounds
- **Policy and Practice Influence:** Advisor to ministries of education, school districts, and educational organizations worldwide on bilingual education effectiveness and evidence-based program models

Education:

- Ph.D., Psychology (Language and Cognitive Development), McGill University

Selected Publications and Contributions:

- Co-author, *Dual Language Instruction from A to Z* and *Educating English Learners*
- Author of more than 200 peer-reviewed articles, book chapters, and research reports on bilingualism and immersion education
- Frequent keynote speaker at international conferences on dual language education and bilingualism

Dr. Genesee will serve as Dual Language Data Analyst, providing expert interpretation of student achievement, language proficiency, and biliteracy outcomes. His role will ensure that all data analyses and instructional model recommendations are grounded in the strongest available research evidence and aligned with best practices in the field of dual language education.

SECTION III: PROPOSED METHODOLOGY

Overview

Paridad proposes a comprehensive, mixed-methods evaluation grounded in the Dual Language Resources (see section above) *Guiding Principles for Dual Language Education* (3rd edition, Center for Applied Linguistics, 2018). Our methodology is designed to address all requirements in the RFP Scope of Services and provide actionable, evidence-based recommendations that will guide the program and inform the upcoming consolidation at Oak Terrace School .

Our evaluation is explicitly designed to assess District 112's program against the seven research-based Guiding Principles:

1. **Student as Language Learner:** To what extent do students develop high levels of bilingual proficiency and biliteracy?
2. **Student as Learner of Rigorous Academic Curricula:** To what extent do students meet or exceed grade-level academic standards?
3. **Student as Member of Multiliterate Learning Community:** To what extent do students develop sociocultural competence?
4. **Quality of Instructional Personnel:** To what extent do teachers possess specialized dual language knowledge and skills?
5. **Quality of Curriculum and Instruction:** Is curriculum grade-appropriate and delivered effectively in both languages?
6. **Family Participation:** To what extent are families active partners in education?
7. **Support at School and District Levels:** To what extent is there strong institutional support?

This framework ensures that all elements essential to dual language program success are thoroughly examined.

Phase 1: Dual Language Program Documentation Collection and Planning (Weeks 1-2)

Activities:

- Collect existing program documentation, including:
    - Program goals, philosophy, and historical documentation, and connection to the Guiding Principles
    - Current curriculum maps, pacing guides, and instructional materials
    - Assessment data in English and Spanish and bilingual protocols pre and post Covid
    - Dual Language Teacher rosters, qualifications and professional development records
    - Parent communication and engagement materials
    - Policies related to student placement, language allocation, and program transitions
    - Class language rosters (without identifying information) & reclassification data
- Conduct initial planning meetings with district & school leadership to:
    - Clarify evaluation questions and priorities
    - Identify key stakeholders for engagement
    - Establish data access protocols
    - Coordinate site visit schedules
    - Refine timeline and deliverables

Deliverables:

- Comprehensive evaluation plan with finalized timeline
- Pending Northshore team approval
- Data request list
- Tentative stakeholder engagement schedule

Phase 2: Quantitative Data Collection and Analysis (Weeks 3-8)

Student Achievement Data Analysis

We will conduct a comprehensive analysis of student academic achievement in two languages to assess whether the program is meeting its goal of high academic performance in both languages. One notable constraint in this analysis will be the validity of data impacted by the COVID pandemic.

Aligned with Guiding Principle #2: Student as Learner of Rigorous Academic Curricula

Data to be Analyzed:

- **Standardized Assessment Results**: Multiple years of data (minimum 3 years) including:
    - **Assessments in English**: Illinois Assessment of Readiness (IAR) for ELA and Math, NWEA MAP (English); **Assessments in Spanish**: Spanish language arts assessments (e.g., Evaluación del desarrollo de la lectura, or other instruments used); NWEA MAP (Spanish);
    - **Language Proficiency**: ACCESS scores for English Learners; Spanish language proficiency assessments
- **Menu for Disaggregated Analysis:**
    - Grade level (K-5)
    - Student language background (native Spanish speakers, native English speakers)
    - English Learner status
    - Students with IEPs or 504 plans
    - Years in the program (program continuity)
    - Gender, socioeconomic status, and other relevant demographics
- **Menu for Longitudinal Analysis by School Site:**
    - Growth trajectories for cohorts of students over time
    - Comparison of outcomes for students who have remained in the program vs. those who have left the program
    - Reclassification rates for English Learners
    - Grade retention and promotion patterns

Bilingualism/Biliteracy Assessment Menu

Aligned with Guiding Principle #1: Student as Language Learner

We will evaluate the extent to which students are achieving bilingualism and biliteracy as measured by:

- English language proficiency scores
- Performance on Spanish language arts assessments
- Rates of earning the Illinois Seal of Biliteracy
- Reading & Writing proficiency in both languages across grade levels
- Oral language development reported for both languages separately

Analysis Menu:

- Descriptive statistics
- Trend analysis for bilingualism, biliteracy and achievement over time by selected variables (3 years post Covid pandemic)

Phase 3: Qualitative Data Collection – Classroom Observations (Wks 4-5)

Classroom Observations Across All Grade Levels

To assess implementation of language allocation and instructional quality, our team will conduct structured classroom observations at Red Oak and Oak Terrace across K-5 with follow-up focus groups to validate findings.

Observation Protocol:

Based on research-based dual language instructional practices and the Guiding Principles:

- **Grade Level Coverage**: Minimum of 2 classroom observations per grade level per school **Duration**: 30 minute observations
- Literacy and Mathematics Instruction Classroom observations conducted by John Hilliard and Cristina Sanchez-Lopez
- **Focus Areas**:
    - Language allocation and adherence to 50/50 model
    - Quality of instruction in both languages
    - Student engagement and language use
    - Differentiation for English Learners and students with diverse needs
    - Use of authentic, culturally relevant materials
    - Classroom assessment practices

Observation Tools:

- Structured observation rubric aligned with research-based dual language instructional practices (Customized with district team)
- Documentation of language of instruction by subject/time
- Field notes on instructional strategies and student interactions
- Collection of artifacts (anonymized student work samples, lesson plans, assessment examples)

Additional Focus:

- Special attention to literacy instruction in both languages (reading, writing, phonics, comprehension)
- Mathematics instruction and language support strategies
- Transitions between languages and use of language

Phase 4: Qualitative Data Collection – Stakeholder Engagement (Weeks 5-10)

Comprehensive Stakeholder Engagement Plan

We will conduct extensive interviews, focus groups (teachers, students, families, administrators), and administer surveys to gather perspectives from all the following stakeholder groups (in person and virtual options).

Teacher Interviews and Focus Groups Menu

Participants:

- Dual language teachers (K-5)
- Special education teachers and specialists (SLPs, School Psychs, Physical Ed., etc.)serving dual language students
- ESL/Bilingual specialists
- Instructional coaches and teacher leaders

Methods:

- Individual semi-structured interviews (30-45 minutes each)
- Grade-level focus groups (60 minutes each)
- Anonymous online survey for all dual language program teachers

Menu of Topics:

- Perceptions of program strengths and challenges
- Curriculum and pacing experiences
- Assessment practices and tools used
- Support for English Learners and ELs with IEPs
- Professional development needs
- Resources and materials (adequacy, quality, cultural relevance)
- Language Allocation

Administrator and Instructional Leader Interviews and Focus Groups

Participants:

- Building principals at Oak Terrace and Red Oak
- Assistant Superintendent for Teaching and Learning
- Director of Multilingual Learners
- Curriculum directors
- Special education directors
- Incoming Superintendent

Methods:

- Individual semi-structured interviews (30 minutes each)
- Focus Groups (60 mins each)

Topics Menu:

- Program vision and goals
- Leadership structures and support systems
- Resource allocation and budgeting
- Staffing and recruitment
- Program monitoring and accountability
- Professional development planning
- Language Allocation

Student Engagement (Grade-Appropriate)

Participants:

- Students across dual language classrooms

Methods:

- Focus groups with students (30 minutes, conducted by grade level)
- Student work samples and portfolio review
- Review existing grade level / school information

Topics:

- Attitudes toward bilingualism and biliteracy
- Sense of belonging and cultural identity
- Self-perception of language abilities
- Favorite aspects of the program
- Challenges or areas where they need more support
- Goals for language learning

Phase 5: Specialized Analyses (Weeks 6-12)

5A: Instructional Model Analysis and Recommendation

Objective: Conduct a needs analysis of English Learners in the current 50/50 model and recommend the instructional model (50/50, 80/20, 90/10) that best supports the district's English Learner population.

Analysis Components:

1. **Current English Learner Population Analysis**:
    - Demographic profile of English Learners in the Dual Language program
    - Entry proficiency levels and language backgrounds
    - Dual Language Program Rate of English and Spanish language proficiency development over time
    - Academic achievement (Language Arts & Mathematics) for English Learners compared to native English speakers
    - Reclassification data
2. **50/50 Model Fidelity Review**: Utilizing Paridad's Allocation Fidelity Analysis Tool
    - Actual time allocation to Spanish vs. English instruction (based on observations and schedules)
    - Consistency of language allocation across grades and sites
    - Quality of instruction in both languages
    - Student engagement and comprehension in each language
3. **Research Review**:
    - Analysis of research on 50/50, 80/20, and 90/10 models
    - Outcomes for English Learners in dual language programs
    - Contextual factors that influence model effectiveness
    - Alignment of models with District 112's specific goals and student population
4. **Comparative Analysis**:
    - Analysis of programs serving similar demographics
    - Review of instructional models used by high-performing programs

Deliverable: Clear, data-informed recommendation on whether to continue the 50/50 model or transition to an alternative model (80/20 or 90/10), with detailed rationale, implementation considerations, and projected outcomes.

5B: Comprehensive Biliteracy Assessment Framework

Objective: Analyze and provide recommendations of the assessment system for mathematics and language arts in both English and Spanish.

Menu of Framework Components:

1. **Assessment Inventory**:
    - Current assessments used in English and Spanish
    - Alignment with program goals and grade-level expectations

    - Frequency and purposes of assessments
2. **Assessment System Menu**:
    - **Screeners**: Universal screening tools for language proficiency and early literacy (Spanish and English)
    - **Benchmark Assessments in Language Arts and Mathematics**: Progress monitoring tools administered 2-3 times per year in both languages
    - **Formative Assessments in Language Arts and Mathematics**: Classroom-based assessments for ongoing instructional decision-making
    - **Summative Assessments in Language Arts and Mathematics**: End-of-year assessments to measure achievement in both languages
    - **Language Proficiency Assessments**: Tools to measure oral language (ACCESS), reading, and writing proficiency in Spanish and English
3. **Specific Instrument Recommendations**:
    - Recommended assessment tools with justification based on:
        - Validity and reliability for bilingual populations
        - Alignment with curriculum and standards
        - Cultural and linguistic appropriateness
        - Ease of administration and data interpretation
        - Cost-effectiveness
4. **Review of Data Use and Reporting Protocols**:
    - District guidelines for interpreting assessment data for bilingual students
    - Reporting structures for teachers, families, and administrators
    - Integration with district data systems

Deliverable: Comprehensive Biliteracy Assessment Framework document with recommended instruments, administration schedules, data use guidelines, and implementation timeline.

5C: **Curriculum and Pacing Framework Recommendations

Objective: Create actionable recommendations for establishing unified K-5 pacing guides that ensure curricular coherence and vertical alignment.

Menu of Analysis Components:

1. **Current Curriculum Review**:
    - Curriculum materials used in Spanish and English

    - Content coverage and scope/sequence by grade level
    - Alignment with Illinois Learning Standards (including IL SLA standards) and WIDA ELD & SLD Standards
    - Needs and redundancies in curriculum across grades
    - Quality and cultural relevance of materials
2. **Pacing Analysis**:
    - Current pacing documents (if available)
    - Teacher perceptions of pacing appropriateness
    - Time allocation to different content areas in each language
3. **Vertical Alignment Review** (K-5):
    - Progression of standards-referenced skills and concepts (K-5)
    - Use of high quality of instructional materials (Spanish & English)
    - Allocation of language across grades (Spanish & English)

Framework Recommendations:

1. **Pacing Guide Structure**:
    - Pacing recommendations by grade level
    - Content and language allocation by subject
    - Integration of literacy across content areas (Language Arts & Mathematics)
    - Thematic connections and authentic learning opportunities
    - Flexibility for differentiation, multimodal supports & responsive teaching
2. **Key Components for Each Unit**:
    - Content objectives aligned with standards
    - Language objectives & Key Language Uses (KLUs) aligned with WIDA ELD & SLD Standards
    - Sociocultural Connections
    - Essential questions
    - Dimension of Language
    - Recommended instructional strategies
    - Instructional feedback
    - Resources and materials
3. **Implementation Guidance**:
    - Professional learning needs to support implementation
    - Collaborative planning structures
    - Monitoring and adjustment processes based on feedback

Deliverable: Curriculum and Pacing Framework Recommendations document for:

- Grade-level pacing
- Language Arts and Mathematics Curriculum

- Vertical alignment charts K-5 (if available)
- Implementation timeline and professional development plan

5D: Dual Language Class Size Analysis and Recommendation

Objective: Provide evidence-based recommendations for optimal K-5 class sizes, including student composition ratios.

Analysis Components:

1. **Current Class Size Review**:
    - Class sizes by grade level and site
    - Student composition (ratio of native Spanish speakers to native English speakers to speakers of other languages)
    - English Learner representation and proficiency levels
    - Students with IEPs or 504 plans
2. **Impact Analysis**:
    - Relationship between class size and student outcomes
    - Teacher perceptions of workload and ability to differentiate
    - Space and resource considerations
    - Comparison with research-based recommendations
3. **Best Practice Research Review**:
    - Recommended class sizes for dual language programs from research
    - Optimal ratios of language groups
    - Considerations for including English Learners and students with disabilities
    - Program models used by high-performing dual language programs

Deliverable: Dual Language Class Size Analysis document with:

- Specific recommendations for optimal class sizes by grade level
- Recommended student composition ratios
- Guidelines for balancing native language speakers
- Enrollment management strategies

Phase 6: Sociocultural Competence Assessment (Weeks 8-12)

Objective: Evaluate the extent to which the program develops positive cross-cultural attitudes and sociocultural competence.

Methods:

1. **Cultural Relevance Audit**:
    - Review of curriculum materials for cultural representation
    - Analysis of culturally relevant pedagogy in classroom observations
    - Assessment of school environment (displays, celebrations, multilingual signage)
    - Family engagement practices and cultural inclusivity
2. **Student Perspective Analysis**:
    - Analysis of student focus group data related to cultural identity
    - Student survey data on attitudes toward bilingualism and diversity
    - Review of opportunities for cultural exploration and exchange

Deliverable: Assessment of program effectiveness in developing sociocultural competence, with recommendations for strengthening cultural responsiveness

Phase 7: Synthesis, Report Development, and Presentations (Weeks 10-16)

Data Integration and Analysis

All quantitative and qualitative data will be synthesized to identify:

- Areas of strength and celebration
- Patterns and themes across data sources
- Areas for growth and improvement
- Root causes of challenges
- Opportunities for enhancement

Report Development

The final comprehensive report will include:

1. **Executive Summary**: High-level findings and prioritized recommendations
2. **Program Overview**: Description of current program structure and goals
3. **Methodology**: Detailed description of evaluation approach and data sources
4. **Findings**:
    - Student Achievement and Biliteracy Outcomes
    - Instructional Model Analysis
    - Curriculum and Assessment Practices
    - Stakeholder Perspectives
    - Sociocultural Competence Development
5. **Deliverables**:
    - Instructional Model Analysis and Recommendation
    - Comprehensive Biliteracy Assessment Framework

    - Curriculum and Pacing Framework
    - Dual Language Class Size Analysis and Recommendation
6. **Prioritized Recommendations**: Short-term, medium-term, and long-term action steps
7. **Implementation Timeline and Resources**
8. **Appendices**: Data tables, observation protocols, interview guides, survey instruments

Presentations

1. **Committee Presentation (Week 15)**:
    - 30 minute webinar with findings for school staff

2. **Board of Education Presentation (Week 16)**:
    - 30 minute formal public presentation
    - Executive summary of findings
    - Key recommendations and implementation considerations
    - Q&A session
    - Final report provided to Board members

Quality Assurance and Validation

Throughout the evaluation, Paridad will ensure:

- **Triangulation**: Findings will be corroborated across multiple data sources
- **Member Checking**: Preliminary findings will be shared with key stakeholders for validation
- **Peer Review**: All analyses and recommendations will be reviewed by multiple team members
- **Cultural Responsiveness**: All data collection and analysis will be conducted with cultural humility and awareness of power dynamics
- **Confidentiality**: All data will be handled in accordance with FERPA and district policies

SECTION IV: DELIVERABLES

Paridad commits to providing all deliverables specified in the RFP, with additional supporting materials to ensure the district has actionable guidance.

1. Comprehensive Written Report

Components:

- **Executive Summary**: Summary of all findings, data analysis, and prioritized actionable recommendations
- **Instructional Model Analysis and Recommendation**: Comprehensive analysis of the current 50/50 model's effectiveness with specific, data-driven recommendation to continue 50/50 or transition to alternative model (80/20, 90/10)
- **Comprehensive Biliteracy Assessment Framework**: Recommended instruments for tracking student progress in both English and Spanish literacy, including screeners, benchmarks, and summative assessments
- **Curriculum and Pacing Framework**: Actionable recommendations for establishing unified K-5 pacing guides ensuring curricular coherence and vertical alignment
- **Dual Language Class Size Analysis and Recommendation**: Evidence-based recommendations for optimal K-5 class sizes with student composition models
- **Full Findings and Analysis**: Detailed presentation of all quantitative and qualitative findings
- **Appendices**: Data tables, observation protocols, stakeholder engagement tools, sample pacing guides, implementation resources

Format: report with executive summary, table of contents, figures, tables, and appendices

2. Committee Presentation

Format: 30-minute interactive presentation to the school staff

Content:

- Overview of evaluation methodology
- Key findings from data analysis
- Detailed presentation of all four major deliverables:
    - Instructional model recommendation
    - Biliteracy assessment framework
    - Curriculum and pacing framework
    - Class size recommendations

- Prioritized recommendations
- Discussion and Q&A

Materials Provided:

- Slide deck (PowerPoint/PDF)
- Draft final report (distributed one week in advance)
- Handouts with key findings and recommendations

3. Board of Education Presentation

Format: 30 minute formal public presentation followed by Q&A

Content:

- Executive summary of findings
- Highlights of key data (student achievement, biliteracy outcomes, stakeholder perspectives)
- Summary of four major recommendations:
    - Instructional model
    - Assessment framework
    - Curriculum and pacing
    - Class size
- Implementation timeline and next steps
- Response to Board questions

Materials Provided:

- Slide deck (PowerPoint/PDF)
- Executive summary handout for Board members and public
- Final comprehensive report (distributed in advance)

4. Additional Supporting Materials

To maximize the utility of this evaluation, Paridad will also provide:

- **Implementation Roadmap**: Timeline and action steps for implementing recommendations
- **Professional Development Plan**: Outline of PD needed to support recommended changes
- **Resource List**: Recommended curriculum materials, assessment tools, and professional resources
- **Data Dashboard Templates**: Tools for ongoing program monitoring

- **Communication Tools**: Sample messages for sharing findings with staff and families.

SECTION V: TIMELINE

Proposed Project Timeline: March 2026 – September 2026

Phase 1: Project Initiation (Weeks 1-2: March 2-13, 2026)			
Date	Activity	Team Members	Deliverable
March 2-6	Kickoff meeting with district leadership; Document review	Hilliard, Gottlieb, Sánchez-López	Evaluation plan finalized
March 9-13	Data request and access setup; Stakeholder engagement planning	Hilliard, Sánchez-López	Data protocols established

Phase 2: Data Collection – Quantitative (Weeks 3-8: March 16 – April 24, 2026)			
Date	Activity	Team Members	Deliverable
March 16-27	Request and receive student achievement data (3-5 years)	Hilliard	Data files received
March 30 – April 10	Quantitative data analysis	Gottlieb & Genesee	Preliminary data report

	(achievement, language proficiency, longitudinal trends)		
April 13-24	Disaggregated analysis by subgroups; gap analysis	Gottlieb & Genesee	Data analysis complete

Phase 3: Data Collection – Qualitative (Weeks 4-6 : April 13 – May 2 2026)

Classroom Observations

Date	Activity	Team Members	Deliverable
April 13 (Beginning in primary grades) Week of April 20 (Intermediate grades)	Classroom observations at Oak Terrace & Red Oak Schools (K-5: 12 observations)	Hilliard	Data files received
April 13 (Beginning in primary grades) Week of April 20 (Intermediate grades)	Classroom observations at Oak Terrace & Red Oak School (K-5: 12 observations)	Sanchez-Lopez	Preliminary data report
April 20-30	Synthesis of observation data	Hilliard, Sánchez-López	Observation analysis report

Phase 3: Data Collection – Qualitative (Weeks 4-10: April – May 22, 2026)			
Stakeholder Engagement			
Date	Activity	Team Members	Deliverable
April 6-10	Teacher interviews (individual and focus groups)	Sanchez-Lopez	Interview transcripts
April 6-10	Administrator interviews	Hilliard	Interview transcripts
April 20-24	Family focus groups (English and Spanish)	Sanchez-Lopez	Focus group notes
April 21-May 2	Student focus groups (grades 3-8)	Sanchez-Lopez	Focus group notes
April 7 – April 25	Online surveys (teachers, families)	Sánchez-López	Survey data
April 28 - May 2	Qualitative data coding and analysis	All team members	Themes and patterns identified

Phase 4: Specialized Analyses (Weeks 6-12: March 30 – June 3, 2026)			
Date	**Activity**	**Team Members**	**Deliverable**
March 30 – May 9	Instructional model analysis (50/50 fidelity, EL needs analysis, research review)	Hilliard, Gottlieb & Genesee	Draft instructional model

April 13 – May 23	Biliteracy assessment framework development analysis	Gottlieb& Genesee	Draft assessment framework analysis
April 21 – May 30	Curriculum and pacing framework development analysis	Hilliard, Sánchez-López	Draft curriculum framework analysis & recommendation
May 12 – June 3	Class size analysis	Hilliard	Draft class size recommendations
May 12 – June 3	Sociocultural competence assessment	Sánchez-López	Draft sociocultural findings & recommendations

Phase 5: Synthesis and Report Development (Weeks 10-16: May 19 – June 26, 2026)			
Date	**Activity**	**Team Members**	**Deliverable**
May 19 – June 6	Data synthesis across all sources	All team members	Integrated findings
June 2-20	Report writing (all sections)	All team members	Draft final report
June 9-20	Internal review and revisions	All team members	Revised draft
June 23-26	Final report preparation	Hilliard	Complete draft for committee review

Phase 6: Presentations and Final Deliverables (August – September 2026)			
Date	**Activity**	**Team Members**	**Deliverable**
August 25-28	Draft report submitted to district	Hilliard	Draft report
August 28	Committee presentation to Student Success Subcommittee	All team members	Presentation slides; Discussion
September 2-12	Incorporate feedback; finalize report	All team members	Final report revisions
September 2026 (TBD)	Board of Education presentation	Hilliard, Gottlieb	Public presentation; Final report
September 2026	Delivery of all final materials	All team members	Complete deliverables package

Timeline Summary			
	Phase	**Duration**	**Key Milestones**
Phase 1:	Initiation	2 weeks	Kickoff meeting; Data access
Phase 2:	Quantitative Data Collection	6 weeks	Student achievement data analysis
Phase 3:	Qualitative Data Collection	7 weeks	24 + classroom observations; 40+ (align with focus group categories) stakeholder interviews/focus groups

Phase 4:	Specialized Analyses	7 weeks	Four major deliverable components drafted
Phase 5:	Synthesis and Report	6 weeks	Draft report completed
Phase 6:	Presentations and Finalization	2 weeks	Committee and Board presentations; Final report
Total Project Duration: 24 weeks (March 2, 2026 – September 2026)			

SECTION VI: DETAILED BUDGET

Budget Overview

Total Project Cost: $141,612.38

This budget reflects a comprehensive, multi-faceted evaluation that includes extensive data collection (30+ classroom observations, 40+ stakeholder interviews/focus groups, surveys), rigorous quantitative and qualitative analysis, development of four major deliverable frameworks, and two formal presentations. All costs are itemized below to ensure transparency.

Personnel Costs

Role	Rate	Hours	Total
John F. Hilliard, Project Director	$200/hr	235hrs	$47,000
Margo Gottlieb, Ph.D Senior Evaluation Consultant	$200/hr	120 hours	$24,000
Cristina Sánchez-López, On-Site Project Coordinator, Teacher Observation	$200/hr	185 hours	$37,000

Fred Genesee, Ph.D Dual Language Program Data Analyst	$200/hr	40 hrs	$8,000
Subtotal: Personnel		620 hrs	**$116, 000**

Personnel Hours Breakdown:

John F. Hilliard (235 hours):

- Project management and coordination: 30 hours
- Document review and planning: 15 hours
- Instructional model analysis: 30 hours
- Class size analysis: 10 hours
- Report review and contributions: 25 hours
- Committee and Board presentations: 10 hours
- Classroom observations (24 observations): 35 hours
- Administrator interviews: 7 hours
- Student focus groups: 15 hours
- Data organization and coding: 20 hours
- Survey data entry and initial analysis: 20 hours
- Student achievement analysis and reporting: 20 hour

Dr. Margo Gottlieb (120 hours):

- Planning and consultation: 10 hours
- Quantitative data analysis: 40 hours
- Biliteracy assessment framework development analysis: 10 hours
- Student achievement analysis and reporting: 25 hours
- Report writing and synthesis: 30 hours
- Board presentation: 5 hours

Cristina Sánchez-López (185 hours):

- Planning and stakeholder engagement logistics: 15 hours
- Biliteracy assessment framework development review: 40 hours
- Curriculum and pacing framework development review: 35 hours
- Survey development and analysis: 10 hours
- Sociocultural competence assessment: 15 hours
- Report writing and contributions: 40 hours
- Staff and Board presentation: 5 hours
- Family focus groups (English and Spanish): 25 hours

Fred Genesee (40 hours)

- Planning and consultation: 10 hours
- Review of relevant research: 10 hours
- Conduct analysis & synthesis and report writing: 20 hours

Travel & Expenses		
	Calculation	
John F. Hilliard, Project Director - Nashville to Chicago	2 trips X 500 + per diem of 2 X $69	$1,138.00
Margo Gottlieb,PH. D., Senior Evaluation Consultant- Florida to Chicago	1 trip X 500 + per diem of $69	$569.00
Cristina Sánchez-López, Co-Principal Investigator and On-Site Evaluation-Vernon Hills to Highland Park	10 trips X 17.42 + 10 days of per diem for lunch at 10 X $26	$434.20
Fred Genesee, PH.D., Data Analysis Support)	N/A	$0.00
Subtotal: Travel		$2,141.20

Travel Notes:

- John F. Hilliard (is based in Tennessee but has a home in Michigan, so no accommodation costs are added for these 2 trips): 2 on-site trips for observations and meetings
- Dr. Margo Gottlieb (Florida resides but travels to Northfield, IL from May thru November): only 1 on-site trips (initial planning, data review)
- Cristina Sánchez-López is based in Illinois and her mileage is calculated in the chart above : 10 on-site trips Dr Fred Genesee's contributions will be remote, so no travel costs will be incurred.

All travel will be coordinated efficiently to minimize costs while ensuring adequate time for data collection.

Other Direct Costs		
Expense Category	**Description**	**Total**
Transcription Services	Professional transcription of 30+ interviews and focus groups (approximately 40 hours of audio)	$2,500
Survey Platform	Survey design, distribution, and analysis with bilingual capability	$600
Presentation Materials	Slide decks, handouts for Committee and Board presentations (English and Spanish)	$300
Translation Services (if needed)	Professional translation of executive summary and key materials into Spanish for families	$800
Communication and Technology	Video conferencing (Zoom Pro), file sharing and collaboration tools, project management software	$500
Assessment and Curriculum Examples	Purchase of sample assessment tools or curriculum materials for review and recommendation	$300
Subtotal: Other Direct Costs		**$5,000**

Indirect Costs (Overhead)

Expense Category	Calculation	Total
Indirect Costs	**15% of direct costs**	$18,471.18

Budget Summary

Category	Amount
Personnel Costs	$116,000
Travel and Expenses	$2,141.20
Other Direct Costs	$5,000
Indirect Costs (10%)	$18,471.18
Total Project Cost	**$141,612.38**

Payment Schedule

Paridad proposes the following payment schedule aligned with project milestones:

Payment	Timing	Amount	% of Total
Payment 1	Upon contract execution (March 2026)	$42,483.71	30%
Payment 2	Upon completion of data collection (mid-May 2026)	$42,483.71	30%
Payment 3	Upon delivery of draft report (August 28, 2026)	$42,483.71	30%

Payment 4	Upon delivery of final report and presentations (September 2026)	$14,161.24	10%
Total		**$141, 612**	100%

Budget Notes

1. **All costs are inclusive**: No additional charges beyond the agreed scope of work
2. **Changes to scope**: Any requested additions to the scope of work will be negotiated separately
3. **Invoice and payment terms**: Invoices will be submitted according to the payment schedule above; payment due within 30 days of invoice date in accordance with the Local Government Prompt Payment Act

SECTION VII: REFERENCES

Paridad Education Consulting is pleased to provide the following references from recent clients for whom we have completed similar dual language program evaluation and consultation work.

Reference 1: WIDA Consortium

Client: WIDA & WCEPS
Location: Madison, WI
Project: Spanish Language Development Standards; WIDA RtI2 Guidance Document

Contact Person:
Samuel Aguirre
Senior Director of the Consortium and State Relations Department at WIDA
WIDA Consortium
Phone: (608) 262-1493

email: saaguirre@wisc.edu

Project Description: Paridad associates contributed to the initial development of the WIDA SLD Can Do descriptors, and examined the relationship between ELD and SLD Can Do documents. Paridad was contracted to deliver professional development of the Spanish Language development standards in Puerto Rico. Paridad associate, Cristina Sanchez-Lopez, co-developed the WIDA RtI2 Guidance Document and Planning Guide to support SEAs and LEAs in developing culturally and linguistic

responsive MTSS processes. WIDA and Paridad collaborated to present the Spanish Language Development Standards Framework, Marco DALE at the Oaxaca Summer Art, Culture and Language Institute in Oaxaca, Mexico.

Project Date: 2013-2017

Reference 2: State Education Agency – Dual Language Policy Guidance

Client: Illinois State Board of Education
Location: Springfield, Illinois
Project: Development of guidance documents for dual language and multilingual learner programs

Contact Person:
Dr. Carmen Ayala (Former State Superintendent)
Illinois State Board of Education
Phone: 630-258-4555.
Email: ciayala@comcast.net

Project Description: Paridad collaborated with the Illinois State Board of Education to develop comprehensive guidance documents addressing dual language program design, implementation, and evaluation. Our work included policy analysis, stakeholder engagement, and creation of resources for districts across Illinois. This project directly informed statewide best practices for bilingual and dual language programs.

Project Date: 2020-2022

Reference 3: Independent School District

Client: Niles Township District for Special Education #807

Location: Morton Grove, IL
Project: Program Evaluation: Services for multilingual learners with disabilities PreK - Grade 8

Contact Person:
Tarin Kendrick

Executive Director
Phone: (847) 965-9040 Ext 800
Email: tkendrick@ntdse.org

Project Description: Paridad provided consultation on curriculum, cultural relevance, instructional and intervention practices, assessment for a PreK-8 and teacher qualifications and compliance. Our work included needs analysis for English Learners, classroom observations, teacher and administrator interviews, recommendations for appropriate communication, instructional and assessment practices and tools in multiple languages and English. The project resulted in a comprehensive report on existing strengths and recommendations across all areas involved in the evaluation.

Project Date: 2023

Additional References Available Upon Request

Paridad has worked with numerous school districts, state education agencies, and educational organizations across the United States and internationally. We are happy to provide additional references specific to any aspect of our proposed work (e.g., English Learner needs analysis, assessment framework development, stakeholder engagement) upon request.

SUMMARY

North Shore School District 112's 25-year commitment to dual language education represents an extraordinary investment in student success, equity, and global citizenship. This evaluation provides a pivotal opportunity to celebrate the program's strengths, address areas for growth, and ensure that every student—particularly English Learners—achieves high academic performance, bilingualism/biliteracy, and sociocultural competence.

Paridad Education Consulting brings unmatched expertise to this important work. Our team of nationally recognized experts in dual language education, assessment, and multilingual learner support will conduct a rigorous, comprehensive evaluation that honors your program's legacy while providing actionable, evidence-based recommendations for the future.

We are committed to:

- **Deep Analysis**: Examining student outcomes, instructional practices, curriculum, and stakeholder perspectives across all grade levels
- **Clear Recommendations**: Providing specific, data-driven guidance on instructional model, assessment, curriculum, and class size

- **Actionable Deliverables**: Creating frameworks and tools that can be immediately implemented
- **Collaborative Partnership**: Working closely with district leadership, teachers, families, and students throughout the process

As you prepare for the consolidation of your K-5 program at Oak Terrace School, Paridad stands ready to support your vision. Our methodology is designed to answer your most pressing questions while providing the comprehensive picture needed to make informed decisions about your program's future.

We look forward to the opportunity to partner with North Shore School District 112 in this critical work. Thank you for your consideration of this proposal.

Submitted by:

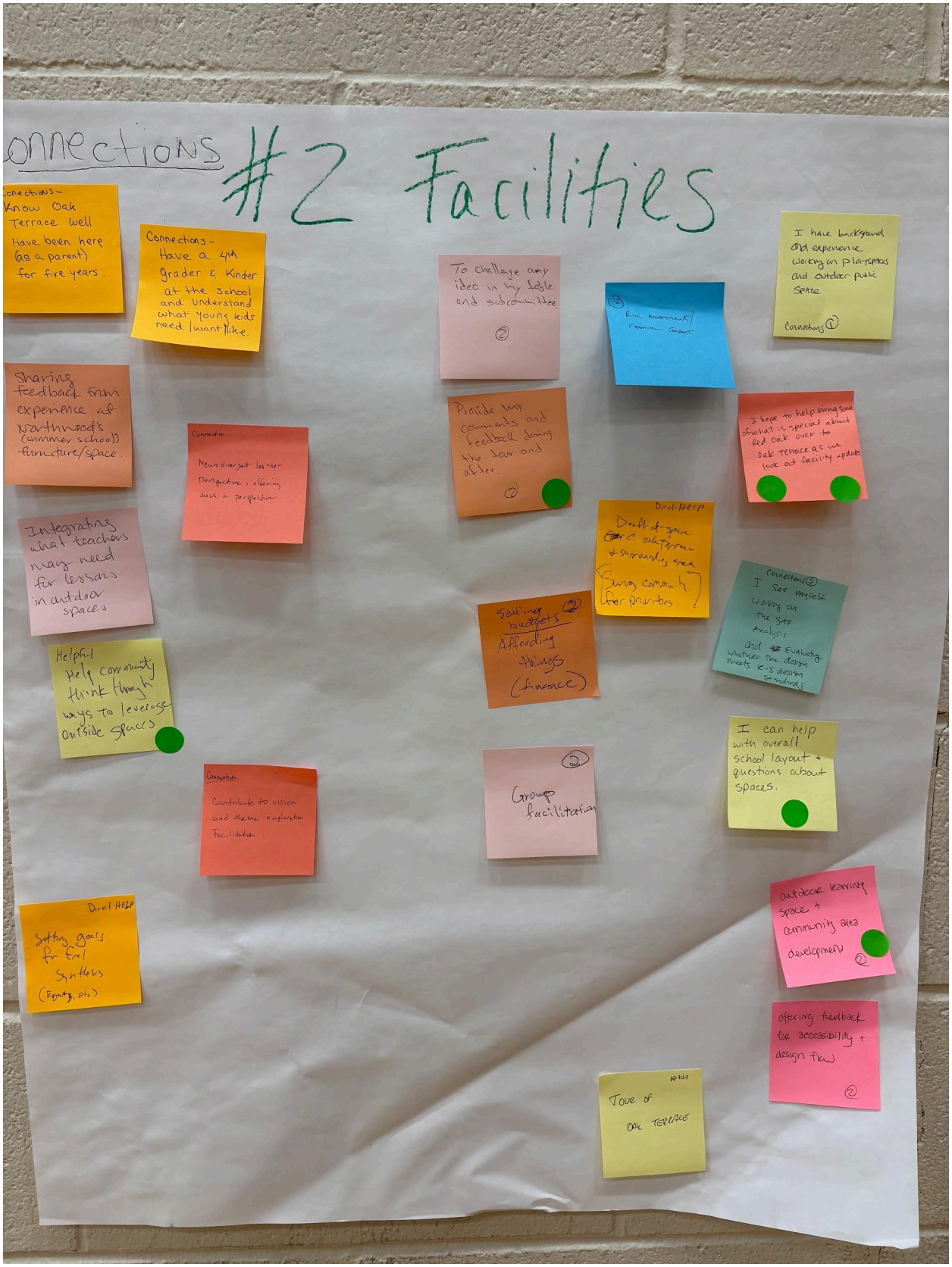
Paridad Education Consulting
John F. Hilliard, President
Email: jhilliard@paridad.us
Phone: (312) 919-8980

Submission Date: January 23, 2026 (Revised on February 11, 2026)

This proposal has been prepared in response to the Request for Proposals issued by North Shore School District 112 on December 20, 2025. All information contained herein is accurate and complete to the best of our knowledge. This proposal remains valid and binding for a minimum of 60 days following submission.

Appendix J:
3, 2, 1 Facilities and Operations Activity


Affirmations
#3 Facilities
I agree that it will be important to review and provide feedback on the draft plans.
It is important to align the the building elements w/ DL learning goals.
Affirmed like the Guided tour of Oak Terrace
Bringing in consultants to aid in different spaces.
Expert feedback and being flexible on approach to activate community input.
Equity - focus on how to support Learning in our classrooms
Designs similar to other 112 schools
Affirmation (3) Focus on flexible spaces for Collaboration
Affirmation (1) Focus on Play Space
Affirmation (2) Focus on K-5 design standards
Redesign of Outdoor playground
Accessible Playgrounds
Affirmation: Recognition that these and imagination can drive next steps
Support flexible learning and cultural identity. (3)
(3) Feedback from Teachers/ Students/Parents for Recess Playspace Restrooms
(3) Input/Feedback from Various Stakeholders - Communities - Indians - Current - Teacher/Parent
Review previous sessions information
Exit ticket for each session is a good idea to keep cohesive thinking. (3)
Closing the gap between the brand new schools (IIT) and OT is important.
Affirmations: Making sure there's enough spaces for indoor recesses
(3) Community Feedback
(3) Furniture Equity
Taking into account teacher ideas & needs is very important.
Affirmations Important to visit the other facilities including Red Oak.
- hearing from 3 specialists on their proposal (1)
Visiting updated facilities (Eastside/ Ravinia) Indian trail (1)
Visiting/ getting to know Oak Terrace (1)
(3) ADA Playgrounds

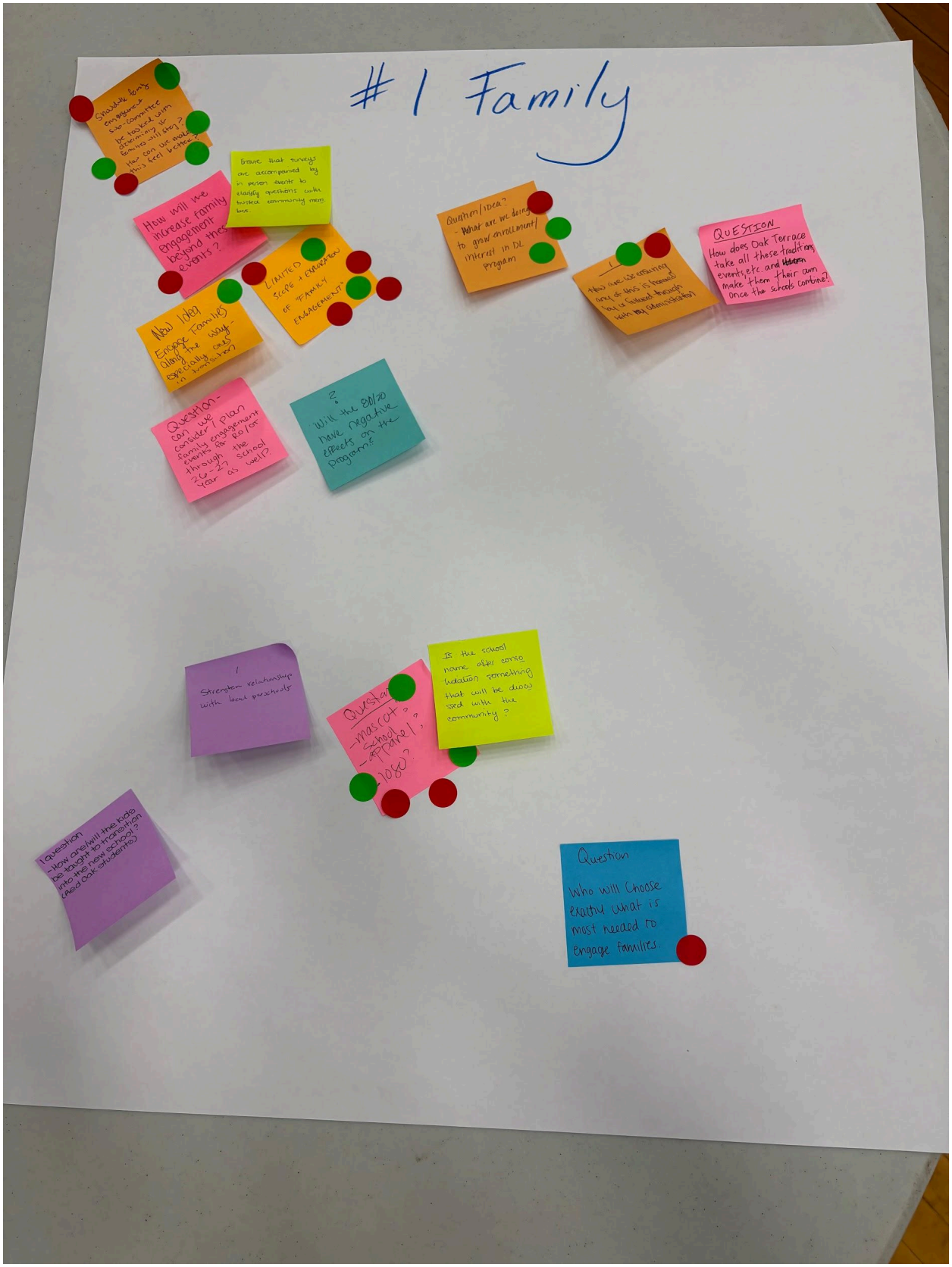

onnections #2 Facilities
Connections - Know Oak Terrace well Have been here (as a parent) for five years.
Connections - Have a 4th grader & Kinder at the school and understand what young kids need I want like.
To challage any idea in my table and subcommittee.
Sharing feedback from experience at Northwood's (summer school) furniture/space.
Connection
Neurodivergent learner perspective, offering such a perspective
Provide my comments and feedback during the tour and after.
Integrating what teachers may need for lessons in outdoor spaces
Helpful
Help community think through ways to leverage outside spaces
Setting budgets
Affording things (finance)
Connection
Contribute to vision and theme exploration Facilitation
Group facilitation
Direct HELP
Setting goals for Eval Synthesis (Equity, etc)
Tour of OAK TERRACE
I have background and experience working on playspaces and outdoor public space
Connections
I hope to help bring some of what is special about Red Oak over to Oak Terrace as we look at facility updates
Direct HELP
Connections
I See myself working on the SIP analysis and evaluating whether the desired meets K-5 district standards
I can help with overall school layout + questions about spaces.
outdoor learning space + community area development
offering feedback for accessibility + design flow


Question #1 Facilities
Questions:
Can the front of Oak Terrace be reworked for outdoor more outdoor space?
Overhaul of outdoor space to focus also on traffic/parking/ dismissal issues. Separate bus pickup and parking area for car pickup
We are looking at Eminence & Ravinia playgrounds, but it will also be important to look at Red Oak - we want to bring over what is special about RO too.
Idea
Want us to imagine how to combine school structurally - theme and celebrations of schools individually and then combined.
Is parking going to be brought up with Patty King? Are we partnering with TAV for the flow of traffic? Can those be added to the agenda?
I'd like something cool on the 1st day of classes!
I want to understand how dual learning goals can align with the learning of the students.
I have a vested interest in the outdoor space improvements
Session 1 APPBA
Current state assessment
Ravinia interior will be good to see when coming up with ideas to incorporate at OT.
Session 4 APPBA
Exit ticket:
Home for our DL community
Collaborative Design APPBA
Are we going to focus on classroom space? What will the changes be after Park moves? Housing for inter-mediate/speed? (what that looks like)
The agenda talks specifically about communications, which is important to look at. But what about classrooms? - sizes, location, how will the consolidated school look like if we mapped out all the grades & classrooms?
Consider Changing Times of Outdoor Tours 6:30 will be very dark. Will it be visual?
Can we maybe tour an outdoor space that is not at a school? Maybe a park to find something unique?
Tour of Red Oak indoor/ outdoor spaces
Curious
How can we make OT a community hub?
Question New Idea:
Survey current students, teachers, Parents about the pain points + Positives about the current space
Understanding about the budget
question
Consolidating BLS + DL Program
Start times
K-8
IDEA
WIGHT SYNTHESIS
BUDGET/SPACE

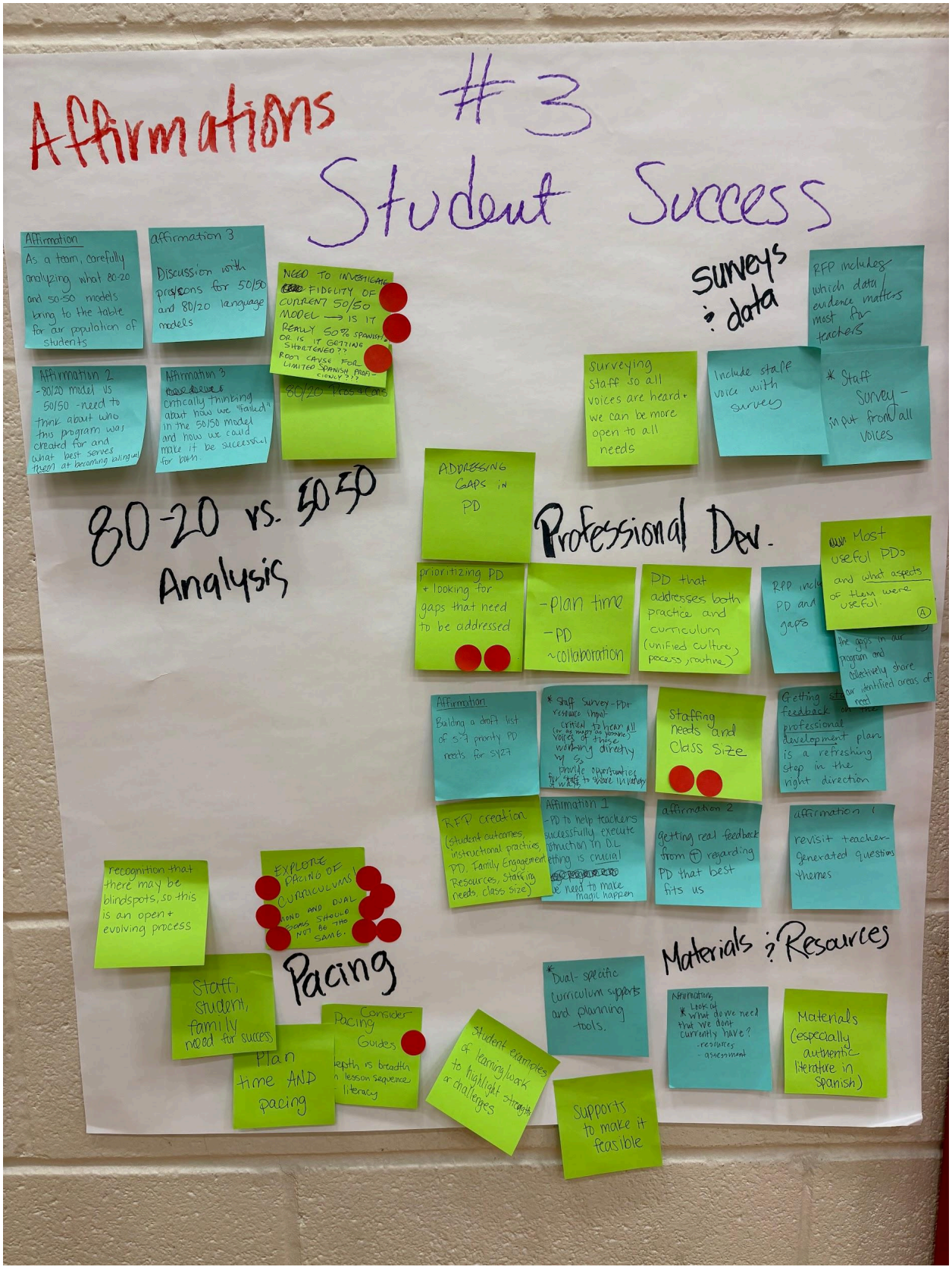
Appendix K:
3, 2, 1 Family Engagement Activity

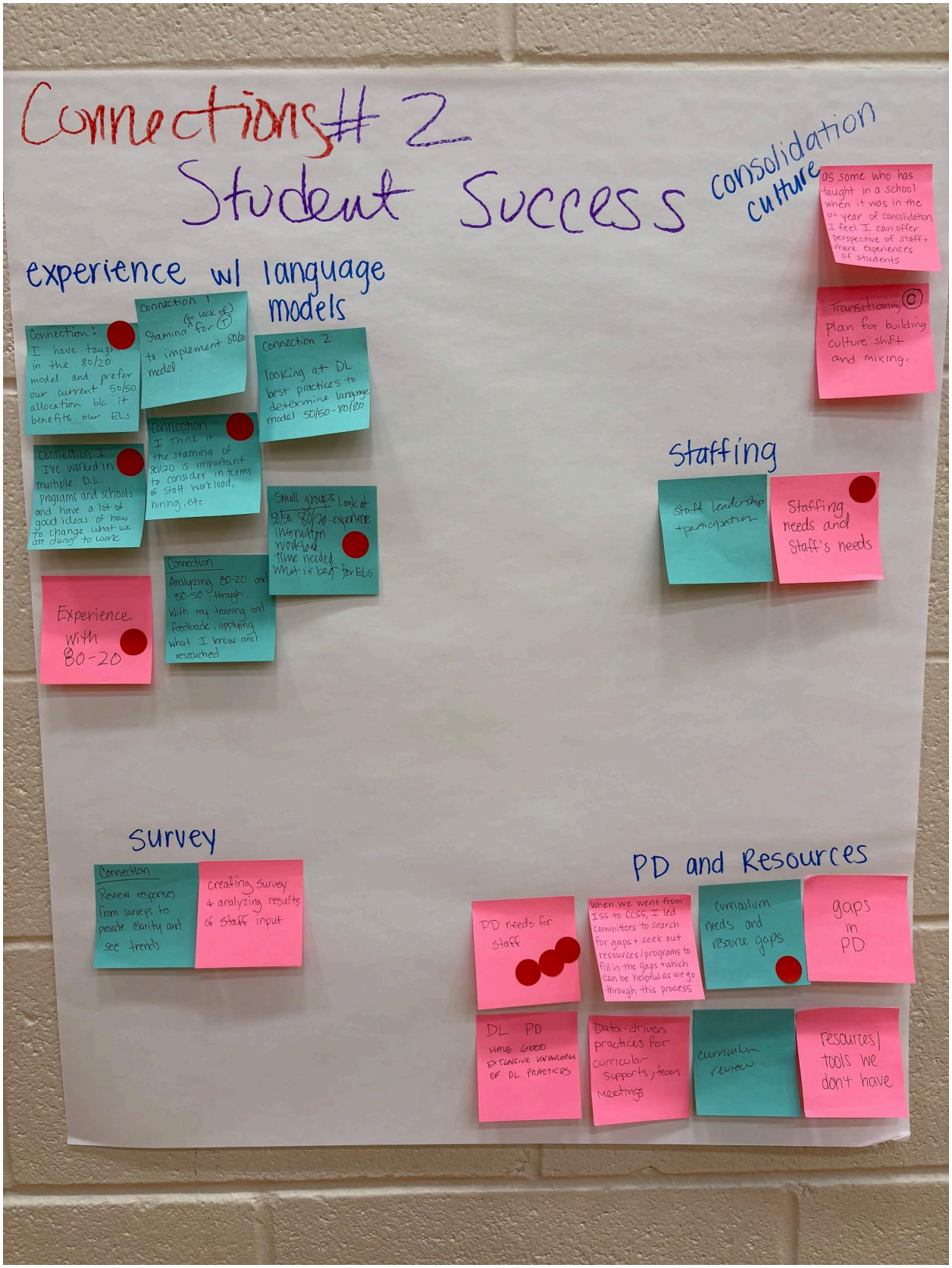

Family # 3
Identify who should be surveyed
3 affirmations
-survey for community
decreasing traditions/ extracurric across schools
comparing traditions
its important to learn what traditions are important at each school
survey voice
getting student feedback / involvement in surveys
I like the idea of combining events to create new + shared traditions.
affirmations
School traditions honoring adult Red Oak Nursery
AFFIRMATION
Understanding the traditions and events important to each building
3.
-Tours of OT
-Relationship-building
-Highlighting traditions
Ability to advertise + get the word out to all families about events/ surveys
3) survey
3) Data Feedback
I think it is important that we continue making connections to the pillars of dual language
Affirmation
Prioritizing traditions
Affirmation
Survey to tap into the comm. needs & wants
Identify strategies for influencing families
Brainstorming Relationship-buildings & Highlighting traditions
Preserving valued traditions + activities for both RO/OT
Affirmation:
Planning & expecting to come together at one school
INCLUSION OF STUDENT, STAFF, + FAMILY VOICE IN UNDERSTANDING TRADITIONS + OPPORTUNITIES FOR CONNECTION
affirmations
Tours of Oak Terrace
AFFIRMATION
Coming up with purposeful family engagement events to help familiarize people with Oak Terrace
Affirmation
Relationship Building
Affirmation
Tours of Places (Add deeper into about Place/Program)
Affirmation2
- family engagement/ two school combined events
Affirmation
• value of ea. school's traditions
It is important to have multiple outreach efforts (Digital + in person)
3) Outreach to F!
Traditions are important for a sense of belonging.
Affirmation
preservation
affirmations
Relationship Building
Preschool
UNIFYING THE COMMUNITY + BEING FUTURE-FORWARD.
AFFIRMATION
Working as a group to determine Survey questions so the results are meaningful
OPPORTUNITIES FOR FAMILIES TO COME TOGETHER AT OAK TERRACE + CONNECT ON A SHARED FUTURE
Affirmation
Inviting RO families to OT
Affirmation
Having Surveys & asking for Community Input
Compare traditions from both schools & keep the most important/excited for the kids.
Kindergarden mon
involve in ab
school activi

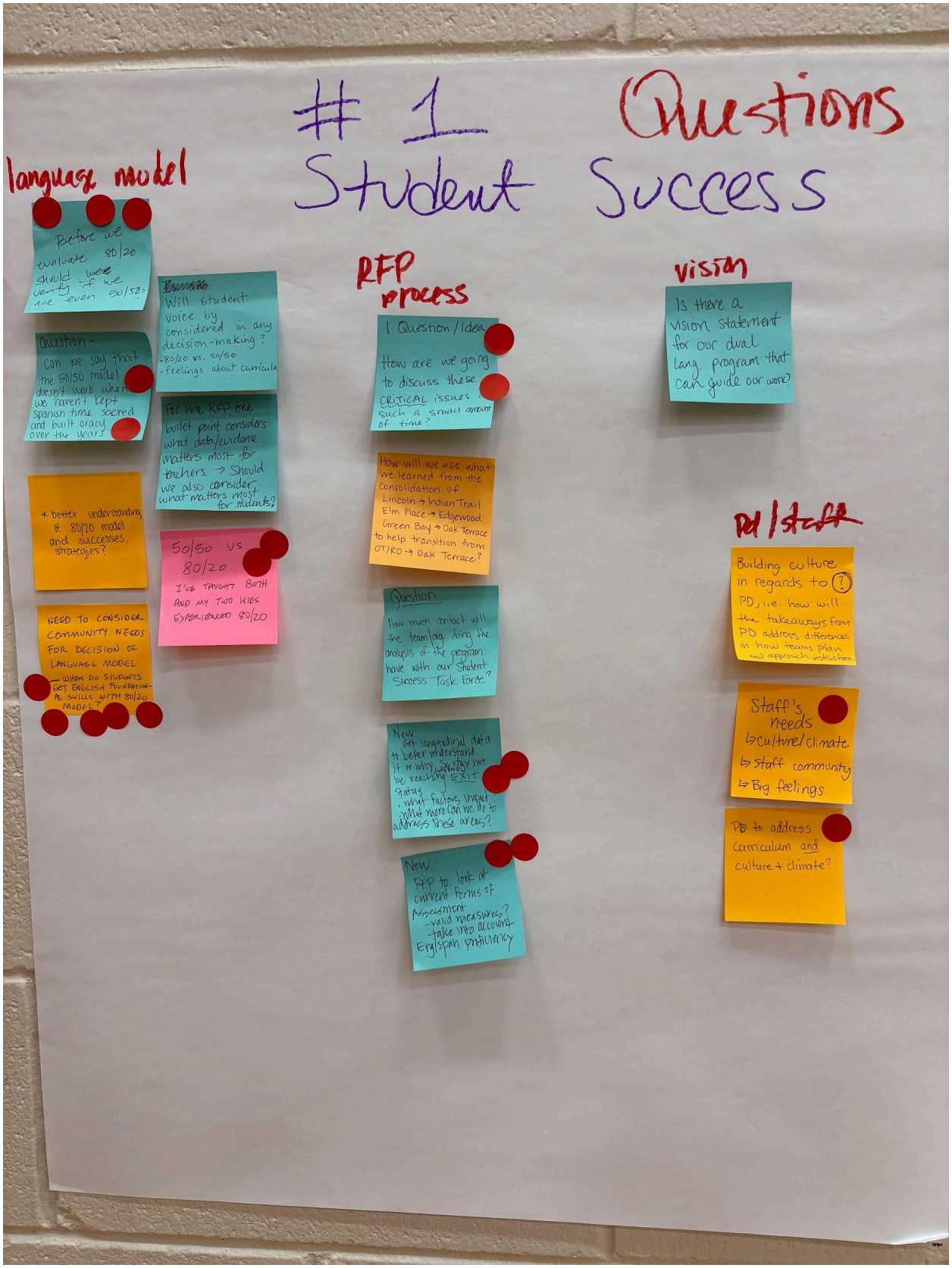

Family #2
2 - Support developing events and activities culturally relevant.
Bring early childhood as a component of family engagement for the dual lang. district program.
Looking forward to engaging the
• Talk about school traditions that we would love to keep.
engaging families
Connection
Engaging Family to communicate thoughts / feelings / feedback
I love our community + am looking forward to strengthening our dual community
(2) Traditions - Halloween OT + RW
Sharing the traditions here at Oak Terrace
ENHANCING HOME - SCHOOL PARTNERSHIPS GROUNDED IN MUTUAL TRUST + SHARED RESPONSIBILITY
DEVELOPING OPPORTUNITIES TO MEANINGFULLY ENGAGE WITH ALL FAMILIES
Add a component to supporting families in the program that explains what the performance expectations are in Regular school year for spanish and english learners
Prioritizing events & traditions
translating
CONNECTION
Supporting from a district level
contributions / PTO experience
Helping w/ the logistics of planning the events
CONNECTION
Helping to plan and promote family engagement events
Connection
Identify target audience,
Survey distro
connection -
important events / traditions / activities (specifically for OT)
initial planning for family engagement sessions.
connections
Contribution
Planning and being at in-person survey events.
Connections
events logistics Structure
• After school activities
2 connections
- school tour
- Facilitate/Assist families completing surveys
Extracurricular activities
• PTO events
event planning
Contribution:
Family engagement events → making sure all feel included
Contributions 2
event lead / facilitator
- planning event logistics @ OT - use of spaces, how to share out with families, etc.


#1 Family
Should family engagement be co-committee led/led with DL teachers? Planning will start? How can we make this feel better?
Ensure that surveys are accompanied by in person events to clarify questions with trusted community members.
How will we increase family engagement beyond these events?
LIMITED SCOPE + EXPECTATION OF "FAMILY ENGAGEMENT"
Question/Idea? - What are we doing to grow enrollment/ interest in DL program
How can we preserve what is valued through this with the administration
QUESTION
How does Oak Terrace take all these traditions, events, etc. and make them their own once the schools combine?
New Idea
Engage Families along the way especially as numbers
Question- can we plan consider / plan family engagement events for 20/21 through the 20-21 School Year as well?
2. Will the 20/21 have negative effects on the Programs
Strengthen relationships with local preschools
Question - mascot? - school "Pride"? - logo?
Is the school name after some location something that will be discussed with the community?
Question - How are/will the kids be taught to transition into the new school? (need Oak students)
Question
Who will Choose exactly what is most needed to engage families

Appendix L:
3, 2, 1 Student Success Activity


Affirmations #3
Student Success
Affirmation
As a team, carefully analyzing what 80-20 and 50-50 models bring to the table for our population of students
affirmation 3
Discussion with professionals for 50/50 and 80/20 language models
Affirmation 2
-80/20 model VS 50/50 -need to think about who this program was created for and what best serves them at becoming bilingual
Affirmation 3
critically thinking about how we "failed" in the 50/50 model and how we could make it be successful for both.
NEED TO INVESTIGATE FIDELITY OF CURRENT 50/50 MODEL → IS IT REALLY 50% SPANISH? OR IS IT GETTING SHORTENED?? ROOT CAUSE FOR LIMITED SPANISH PROFICIENCY??
80/20 Pros & Cons
80-20 vs. 50-50 Analysis
surveys + data
RFP includes which data/evidence matters most for teachers
Surveying staff so all voices are heard + we can be more open to all needs
Include staff voice with survey
* Staff Survey - input from all voices
ADDRESSING GAPS IN PD
Professional Dev.
prioritizing PD + looking for gaps that need to be addressed
-plan time
-PD
~collaboration
PD that addresses both practice and curriculum (unified culture, process, routine)
RFP incl PD and gaps
Most useful PDs and what aspects of them were useful. (A)
the gaps in our program and collectively share our identified areas of need
Affirmation
Building a draft list of 5-7 priority PD needs for SY27
* Staff Survey - PDs resource input - critical to hear all voices of those working directly w/ SS
Staffing needs and Class Size
Getting staff feedback on professional development plan is a refreshing step in the right direction
RFP creation (student outcomes, instructional practices, PD, Family Engagement Resources, Staffing needs, class size)
Affirmation 1
-PD to help teachers successfully execute instruction in D.L. setting is crucial
be need to make magic happen
affirmation 2
Getting real feedback from (T) regarding PD that best fits us
affirmation 1
revisit teacher-generated questions/themes
recognition that there may be blindspots, so this is an open + evolving process
EXPLORE PACING OF CURRICULUMS
HOME AND DUAL ROOMS SHOULD NOT BE THE SAME.
Pacing
Staff, student, family need for success
Plan time AND pacing
Consider Pacing Guides
depth vs breadth
lesson sequence
literacy
Student examples of learning/work to highlight strengths & challenges
Supports to make it feasible
Materials + Resources
* Dual-specific curriculum supports and planning tools.
Affirmations
* Look at what do we need that we don't currently have?
- resources
- assessment
Materials (especially authentic literature in Spanish)


Connections #2
Student Success
consolidation
culture
as some who has taught in a school when it was in the 1st year of consolidation, I feel I can offer perspective of staff + short experiences of students
Transitioning
plan for building culture shift and mixing.
experience w/ language models
Connection:
I have taught in the 80/20 model and prefer our current 50/50 allocation b/c it benefits our ELs
Connection 1
(& lack of)
Stamina for
to implement 80/20 model
Connection 2
looking at DL best practices to determine language model 50/50 - 80/20
Connection
I've worked in multiple D.L. programs and schools and have a lot of good ideas of how to change what we are doing to work
Connection
I think the stamina of 80/20 is important to consider in terms of staff workload, hiring, etc.
Small groups
50/50 80/20 experience
input from
workload
Time needed
What is best for ELs
Connection
Analyzing 80-20 and 50-50 through
With my training and feedback, applying what I know and researched
Experience with 80-20
Staffing
Staff leadership participation
Staffing needs and Staff's needs
Survey
Connection
Review responses from surveys to provide clarity and see trends
creating survey & analyzing results of staff input
PD and Resources
PD needs for staff
When we went from ISS to CCSS, I led committees to search for gaps + seek out resources/programs to fill in the gaps → which can be helpful as we go through this process
Curriculum needs and resource gaps
gaps in PD
DL PD
HAVE GOOD EXTENSIVE KNOWLEDGE OF DL PRACTICES
Data-driven practices for curricular supports/team meetings
curriculum review
resources/tools we don't have


1 Student Success Questions
language model
Before we evaluate 80/20 should we verify if we are even 50/50?
Question - Can we say that the 50/50 model doesn't work when we haven't kept Spanish time sacred and built oracy over the years
* better understanding of 80/20 model and successes, strategies?
NEED TO CONSIDER COMMUNITY NEEDS FOR DECISION OF LANGUAGE MODEL
- WHEN DO STUDENTS GET ENGLISH FOUNDATIONAL SKILLS WITH 80/20 MODEL?
Will student voice by considered in any decision-making?
-80/20 vs. 50/50
-feelings about curricula
For the RFP, one bullet point considers what data/evidence matters most for teachers. → Should we also consider what matters most for students?
50/50 vs. 80/20
I've TAUGHT BOTH AND MY TWO KIDS EXPERIENCED 80/20
RFP process
1 Question/Idea
How are we going to discuss these CRITICAL issues such a small amount of time?
How will we use what we learned from the Consolidation of Lincoln → Indian Trail Elm Place → Edgewood Green Bay → Oak Terrace to help transition from OT/RD → Oak Terrace?
Question
How much contact will the team/org doing the analysis of the program have with our Student Success Task Force?
New:
- Get longitudinal data to better understand if or why students may not be receiving EXIT status
- what factors impact?
- what more can we do to address these areas?
New
RFP to look at current forms of assessment
-valid measures?
-take into account Eng/span proficiency
vision
Is there a vision statement for our dual lang. program that can guide our work?
PD/staff
Building culture in regards to (?) PD, i.e. how will the takeaways from PD address differences in how teams plan and approach instruction.
Staff's needs
↳ culture/climate
↳ staff community
↳ Big feelings
PD to address curriculum and culture + climate?

Appendix N:
Red Oak and Oak Terrace School Traditions and Activities

This list will be updated as needed and shared with dual language school principals to support the transition when the programs are combined.

Oak Terrace Unique Events and Activities

- Movie night (OT version)
- La Pachanga
- After school sports
- Variety show
- Musical
- Kickball
- Month of Military Child breakfast
- Fifth-grade picnic
- Welcome back night (OT version)

Red Oak Unique Events and Activities

- Diwali celebration at recess
- Dia del Niño
- Loteria/Bingo night
- Skate night (OT is invited this year)
- Spring Fling
- Wolves night
- Fifth Grade Car wash (twice a year)
- Teacher raffles
- Cultural assemblies specific to RO
- McTeacher Night
- Family support at conferences
- RO soccer club
- Rockets on the Run club
- Color Run for Rockets on the Run
- Fifth-grade graduation and party
- Yearbook signing party
- Beach day
- Fifth Grade vs Teachers Volleyball Game
- Movie night (RO version)
- Parents night
- Friday Night Events
- Recess club- Board Games, Mind/Body, Soccer, and 112 sponsored
- Parents volunteer daily at recess
- Parents volunteer daily in library
- Balloons Over Red Oak Parade

- Minute to Win It Games
- Monthly culture lessons assigned to grade levels by culture teams
- Classroom buddies for cultural activities
- Student Leadership Squad leads all PBIS trainings
- Student Leadership Squad plans all whole school rewards
- Rocky's Pop Up Shop (facilitated by students on Student Leadership Team)
- Student Leadership Team applies to be the mascot at monthly events
- Fifth Grade Foam Party
- Cheerleading Club (student led)
- Science Night (With SACNAS from Northwestern)

Shared Events and Activities (Both Schools)

- Back to School Bash / Welcome back night (shared concept)
- Spirit days and Spirit Week
- Color Wars/ Rocket Games
- Fun Fair
- Fall Fest
- Halloween parade
- Dia de los Muertos
- Halloween parties
- Movie night (general concept)
- Multicultural Night
- Cultural or heritage events
- Book Day
- Book Fair
- Chess club (exists in both at some point)
- Fifth-grade events (picnics, celebrations)
- Parent events (general)
- Recess club-
- Assemblies such as:
    - Box Day
    - Urban Gateways
    - Educating Outside the Lines
- Blended or districtwide items noted:
    - D112 Foundation events
    - BPAC events
    - Mindfulness activities
- Heart of the City soccer
- Robotics club
- Leadership (5th grade)
- Soccer club

- Book match
- Chess club
- Yoga and garden clubs
- Platicas
- Daily student announcements
- Month of the Military Child activities
- Fifth Grade Legacy Gift
- Weekend events
- Field Day
- Coat drive

Future Opportunities Identified

- Cultural activities
- “Day in the Life” experiences
- More learning opportunities for families
- Volunteering opportunities
- Parent pickleball tournament
- Engaging Spanish-speaking families
- “Teach Us Spanish” night
- Surveys to determine family preferences for events
- Explore new extracurricular activities
- Combined OT/RO events held at Oak Terrace (Chess, clubs, activities)
- Family engagement sessions including school tours for transitioning families
- Student surveys to identify interests for clubs and activities

Appendix Q: Red Oak and Oak Terrace April 9, 2026 Combined PTO Presentation

Oak Terrace & Red Oak PTO Meeting

April 9, 2026

INSPIRE • INNOVATE • ENGAGE

NORTH SHORE
SCHOOL DISTRICT 112

445 Sheridan Road
Highwood, IL 60040
224-765-3000
www.nssd112.org

Our Mission and Values

Mission: North Shore School District 112 is a transformative learning organization where curiosity inspires minds, innovation shapes the future, and students, staff, and families engage to create a kind and connected community that is committed to excellence.

Core Values:

- Compassion and Equity
- Integrity and Connection
- Growth and Safety

Dr. Sonia Soltero's Recommendations and Administration's Recommendations

1. ***Prioritize English Learner Needs:*** *Formally elevate the educational needs of Spanish language English Learners through explicit prioritization in district and school planning, policies, resource allocation, teacher recruitment/retention, professional development, family engagement, curriculum, and assessment.*
    - **Accepted**
    - **Launched the Dual Language Task Force to focus on student success, family engagement, and facilities and operations. The task force will advise the superintendent and deputy superintendent who will make recommendations to the board in May 2026.**

2. ***Program Redesign to 80-20 Model:*** *Consider shifting the dual language program from a 50-50 model to an 80-20 model, citing research that suggests academic, biliterate, and socio-cultural advantages for both English Learners and English-dominant speakers due to increased exposure to Spanish in early grades. Recommend a comprehensive review and needs assessment to create a five-year improvement strategic plan.*
    - **Partially accepted**
    - **Conduct an "RFP" and Launch a third party to conduct a thorough K-5 program assessment and evaluation inclusive of staff's input on 80/20 to be conducted in the 25-26 school year.**

Dr. Sonia Soltero's Recommendations and Administration's Recommendations

3. ***School Climate and Culture Reset at Oak Terrace:*** *Undertake a systemic effort to bolster Oak Terrace's standing and shift from a deficit-based narrative to an asset-based mindset, both within the school and the broader community. This involves strategies to improve climate-culture, foster stronger relationships, increase integration of diverse families and students, and celebrate the school's strengths.*

- **Accepted**
- **Address culture reset through the launch of the task force to foster stronger relationships.**
- **A co-principal and associate principal leadership model will occur at Oak Terrace to support integration in 28-28.**

4. ***Phased Consolidation Plan to Oak Terrace:*** *Consider a phased consolidation of the dual language program from two schools into Oak Terrace, citing declining enrollments, particularly among native Spanish speakers. The proposed transition would begin in 2026-2027 by suspending kindergarten enrollment at Red Oak and allowing existing students to remain for two years, with full consolidation at Oak Terrace by 2029-2030. This plan involves increasing kindergarten and first-grade classrooms at Oak Terrace.*

- **Partially accepted**
- **Recommended to the board of education on June 26, 2025, to fully consolidate schools at the start of the SY 27-28.**
    - **SY 26-27- All dual language kindergarten enrolls at Oak Terrace**
    - **SY 27-28 - Move preschool to Green Bay**

The Path to Consolidation (Timeline)

- **SY 2026-2027:** All Dual Language kindergarten students will enroll at Oak Terrace.
- **SY 2027-2028:** Full consolidation of the program at Oak Terrace.
  a. Preschool will move to Green Bay in SY 27-28 to allow for inclusive opportunities and maintain student sections together.
  b. Oak Terrace will utilize a co-principal and associate principal model to support student integration.



Our “Wildly Important Goals”



Literacy WIG

Literacy WIG

80%

Percentage of students meeting/exceeding ELA proficiency on IAR

Where We Are Now

74%

Percentage of students meeting/exceeding ELA proficiency on IAR

¿Dónde estamos ahora?

74%

Porcentaje de alumnos que cumplen o superan dominio en ELA en la IAR

Objetivo de Lectura

80%

Porcentaje de alumnos que cumplen o superan dominio en ELA en la IAR

Dual Language Transition WIG

Dual Language Transition WIG

100%

Task Force plans for DL move to Oak Terrace at start of the 27–28 SY

Where We Are Now

73.5%

% of completed consolidation plan

¿Dónde estamos ahora?

73.5%

% del plan de consolidación completado

Transición de Lenguaje Dual

100%

Planes del grupo de trabajo para mudanza de DL a Oak Terrace 27-28

Student Success Committee

PILLARS OF DUAL LANGUAGE EDUCATION



Our Tasks

- Selecting a third party to conduct a needs assessment and audit of the program to be completed by October 2026
- Assess current resources to support the potential curricular shift from 50/50 to 80/20
- Assess current staff to understand the language stamina and needs to potentially staff K-2 for 80/20 instruction model
- Review current professional development opportunities and survey staff to identify needs for FY27

Scope of Our Work



Subcommittee Spotlight: Student Success

Key Milestone: The committee unanimously recommended **Paridad** to conduct the K-5 Dual Language program evaluation (Board approved Feb 17, 2026).

Evaluation Focus: A thorough assessment of the program is underway, assessing the 50/50 Dual Language Program's effectiveness and identify actionable ways to improve bilingual student outcomes (Report due in October, 2026).

Next Action: A staff survey will be administered on April 21 to identify professional development gaps and language stamina needs.

Dual Language Professional Development

Chicago Literacy Group (K-5)	With Partners (K-5)	Middle School (6-8)
CLG Session 1: - Sept 9, 10, 11, 16, 17, 18 **CLG Session 2:** - Nov 5, 6, 12, 19, 20, Dec: 3 **CLG Session 3:** - Jan 20, 21, 22 Feb 3, 4, 12 **CLG Session 4:** - Apr 14, 15, 16, 21, 22, 23	**With Partners Session 1:** - Oct 13th **With Partners Session 2:** - Jan 6, 7, 8 **With Partners Session 3:** - Feb 17, 18, 19 **With Partners Session 4:** - Apr 28, May 7, May 19 **With Partners:** (4th/5th staff) - Sept 30, Dec 4 **With Partners:** (Early-Release) - Jan16 (OT), Apr 2 (RO)	**EL Teachers Middle School** Nov 17, Dec 12, Jan 12 **Dual Language Teachers Middle School** Aug 19, Oct 22, Jan 28, Feb 25

FAMILY ENGAGEMENT

Our Tasks

- Review current family engagement opportunities at each school; investigate traditions that are important
- Considerations for combining RO/OT events at OT
- Review extracurricular activities at each school; identify gaps and investigate new opportunities
- Considerations for combining OT/RO activities at OT (e.g. Chess Club) survey students
- Consider ways to onboard kindergarten and new families into the program
- Create surveys/questionnaires to gather input from families on intentions of participation in the DL Program throughout phases of consolidation and post
- Plan family engagement sessions that include tours of the school for students and families to visit the Oak Terrace learning and play spaces

Scope of Our Work

November 6, 2025	December 11, 2025	January 15, 2026	February 7, 2026	February 19, 2026	February 23, 2026
Session 1	Session 2	Session 3	Engagement 1	Engagement 2	Engagement 3
Honoring traditions while envisioning what lies ahead.	Review survey questions, plan family engagement sessions/tours	Finalize family engagement sessions/tours, plan for onboarding new kinder families	Family engagement events at Oak Terrace bring the two school communities together, showcase the school, gather feedback, answer questions, and help families explore the future home of the K-5 Dual Language Program		









Subcommittee Spotlight: Family Engagement

Key Milestone: The subcommittee planned and hosted three family engagement events at Oak Terrace to give families opportunities to visit the building, ask questions, share feedback, and begin imagining the future of the K-5 Dual Language Program there.

Engagement Focus: The subcommittee helped shape opportunities for families to share input through surveys, events, and discussion, while also identifying the traditions, experiences, and supports that matter most to families as planning continues.

Next Action: Family feedback from engagement events and surveys will continue to inform planning and help guide recommendations related to community-building, communication, and the future family experience at Oak Terrace.

Facilities & Operations

Consultants



Leanne Meyer-Smith
Principal Architect
Wight & Company



Patty King
Associate Principal and Licensed
Landscape Architect
Wight & Company



Margaret Chaidez
Project Manager, ADA Coordinator
Play Illinois



Annette Piha
Architect
Wight & Company



Daniel Wilson
Landscape Architect
Wight & Company

Our Tasks

- Identify needs for the redesign of the outdoor playspace for renovation
- Input for redesign of the front area of the school (old office) and potentially the lounge/workroom
- Review the furniture needs at Oak Terrace in line with the renovated K-5 schools
- Conduct a gap analysis between the renovated K-5 buildings and Oak Terrace.

Historical Context: The Oak Terrace Site

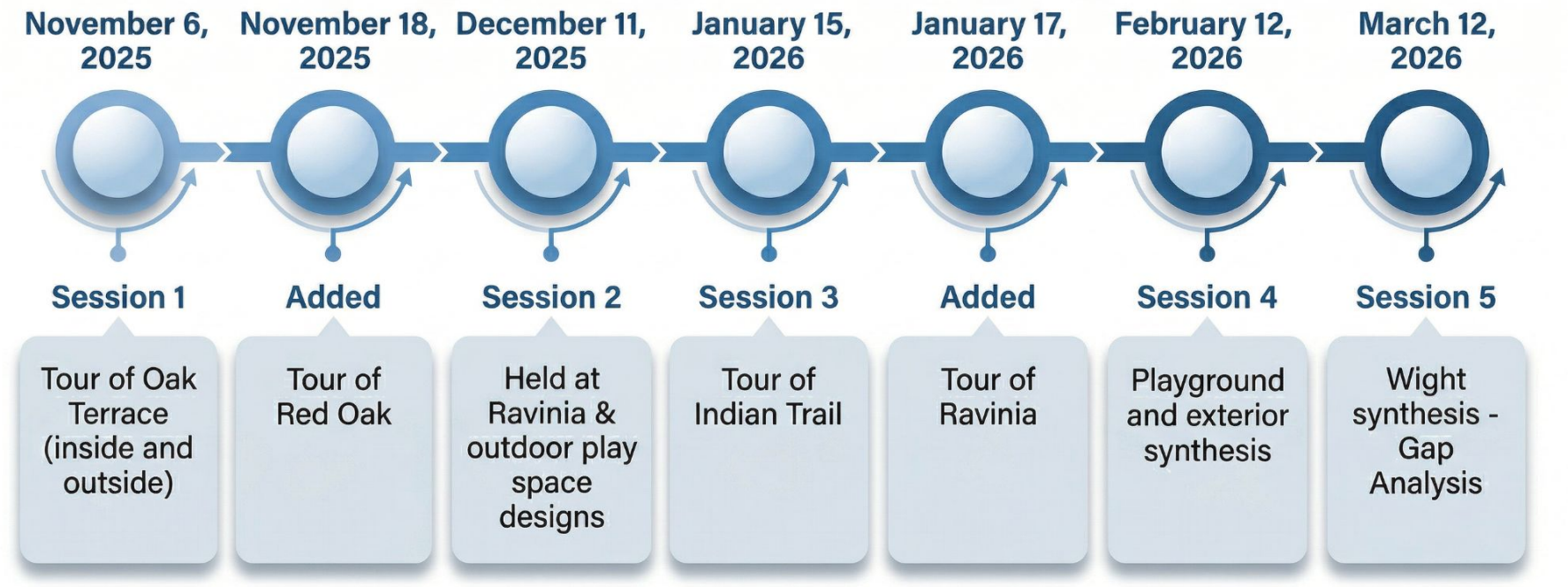
Opened in 1916 specifically to serve immigrant families.

Bilingual programs date back to 1978.

Original site of the Spanish-English Dual Language program in 1996.

The current 85,000 square foot facility was built in 2000 by Perkins and Will for a capacity of 600 students.

Scope of Our Work



Subcommittee Spotlight: Facilities & Operations

Key Milestones

- Playground design presented to the Board of Education on March 16, 2026 & recommended for action on April 21, 2026
- Outdoor recreation study for the blacktop area presented to the Board of Education on March 16, 2026 & recommended for action on April 21, 2026
    a. Install the first phase of the new playground this summer.

Long-Term Plan: Blacktop area and swings are recommended for installation next summer.

New Playground Design



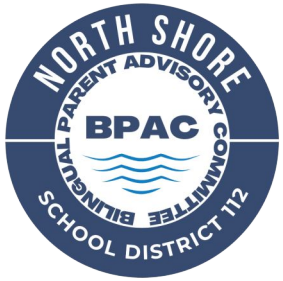


What’s Next

Bilingual Parent Advisory Committee (BPAC)

For English Learner Families

BPAC brings together parents, guardians, staff, and community members to support English Learner students by sharing resources, giving input on programs, and building connections across our schools. Parents of dual language students at Northwood, Red Oak, Oak Terrace, and children receiving English Language services at any NSSD 112 school are automatically members.



Remaining Meeting

Tuesday, April 14, 2026

All meetings held at Oak Terrace

Dual Language Task Force

- **Next Milestone:** Superintendent's Task Force Recap Meeting.
- **Details:** April 16, 2026, at Oak Terrace (6:30-8:30 pm).
- **Agenda:** Showcasing our subcommittee work alongside the other task force teams. Questions and feedback

Looking Ahead to May

Facilities Committee Meeting: Gap analysis between Oak Terrace and other renovated K-5 schools presented to the board of education on May 5, 2026.

- Projected costs for updating Oak Terrace.
- Construction phasing based on finances and timing.

Final Report: Task Force work will be presented to the Board of Education in May 19, 2026.

What to Expect:

- Synthesis of all subcommittee work and recommendations

Looking to 2026-2027

Kindergarten: Located at Oak Terrace

Recommendations of Task Force: Pertinent action items

Board of Education Meeting: Report of needs assessment and audit of the program due in October 2026.

Spring:

- Staffing for 27-28
- End of year closure of Red Oak (June)

Resources

Dual Language Webpage:

https://www.nssd112.org/about/dual-language-program

Transitions Webpage:

https://www.nssd112.org/about/dual-language-program/k-5-dual-language-transition

Wildly Important Goals Dashboard:

https://ecriss.ecragroup.com/strategy/Home/Index?Dashboard=NOR112&Building=789

Dual Language Request for Proposal - Program Review:

https://drive.google.com/file/d/1vA-lZ-PRZRx8WDiOVTxoQ67HAgzbVNJm/view?usp=sharing

Questions



Student Transitions

What can we do next year to combine the students more?

- In coordination with both PTOs, purposeful opportunities to combine are being planned for next year. When the event calendars are created for 2026-2027, our PTOs have planned to do this unison to look for meaningful opportunities for collaboration. We are looking forward to coming to together for some shared opportunities, as well as allowing schools to have building specific events. We have had several opportunities this year, including our upcoming event this Sunday at the Wolves Game. Other opportunities this year included a joint Skate Night that was hosted last month, a joint mariachi show, and the chess club and related tournaments. Our second grade will visit OT soon for their upcoming musical.

How will the students mesh after the transition?

- Students will have the exciting opportunity to make new friends and classmates. We will structure class assignments in a way that allows for both maintaining relationships with known classmates, and mixing to make new connections and build on academic success.

Transition Activities

Any chance the public can see inside Red Oak before teachers pack up?

- When Lincoln and Elm Place closed, the PTO and principals hosted transition events. The same will happen here.

What are we doing to honor the traditions and make Red Oak families and staff welcome once we merge to OT?

- The Family Engagement Committee created a list of traditions to share with the future co-principals and the PTOs. They will be asked to review and determine how to honor traditions. Additionally, there will be continued joint events prior to the 2027-28 school year to build community between the two schools.

Class Size and Sectioning

What is the maximum class size (number of students per class) once schools are combined?

- Currently, the class size guidelines are as follows:
  - K-2 = 24
  - 3-5 = 26

* All Dual Language kindergarten classrooms have full-time paraprofessionals

** Class sizes are one of the many aspects that Paridad is studying as part of the program review as part of the Student Success subcommittee.

What is the maximum number of sections per grade level at OT (e.g., 4 sections per grade)?

- 4 sections per grade
- 2 flex rooms for 5 sections (at two grade levels) if needed

Enrollment and Projections

For the current kindergarten class (currently 4 sections: 3 at OT, 1 at RO), will there still be 4 sections when combined at OT?

- We do not know. Enrollment will dictate. It depends on how many students transfer to Oak Terrace and the retention of the enrolled students from kindergarten today to 2nd grade

What are the current projection numbers for the incoming kindergarten class (26-27)?

- Based on registration so far, 3 sections are projected for kindergarten in 26-27
  - All of kindergarten is combined at Oak Terrace next school year

Enrollment and Projections

Did all EC DL applicants get accepted (both English and Spanish speakers) to the incoming kindergarten class (26-27)?

- Yes. Everyone who applied for kindergarten dual language for the 26-27 school year was offered a spot. Some chose not to accept the spot and enroll at their home school.

Were any Spanish-speaking students turned away from the DL program due to space?

- No.

Were all applicants with siblings in the DL program accepted?

- Yes, all siblings who applied were accepted.

How many spaces in the incoming Kindergarten class remain for the lottery?

- There was not a lottery this year due to the number of applicants. There are no students on the waitlist. Each monolingual family that applied was offered a spot.

Future Projections

What happens if our native Spanish speaking population continues to decline?

- This will impact the number of sections in dual language.

How will we manage the balance of classrooms? Do we anticipate needing to evaluate the classroom mix in the future?

- Paridad is conducting a program review. One of the many deliverables is a detailed analysis and recommendation for optimal K-5 class sizes. This will also include evidence-based models for student composition (e.g., ratio of native Spanish speakers to native English speakers).

Staffing

Will teachers or staff lose their jobs as a result of the school combination?

- No. The consolidation of schools in 2027-28 will not cause a reduction-in-force. What does that mean? It means we can naturally absorb any redundancies in FTE through attrition based on retirements, and possible resignations, non-renewals, and other changes in FTE.

Staffing

How will staffing be structured or reassigned?

- Paridad's review will help inform our decisions. When we have the results of the program review, we will take into consideration any recommendations on class size, language allocation, and additional supports as we build the staffing plan.
- Reassignments will follow the collective bargaining agreements (CBA).

When will staffing decisions be made for the 27-28 school year at OT?

- This will be communicated to the staff in the spring or as soon as reasonably possible following the timelines set forth in the NSEA CBA.

Has the school considered having a Spanish specialist for students who are struggling with Spanish as they do for English?

- We have reading and math specialists, and ESL teachers. Many staff hold ESL and/or bilingual endorsements. Paridad's review will help inform our future staffing.

Teaching

Will all grades be taught in 50% Spanish and 50% English for each grade? Or how does it work for each grade?

- Paridad is conducting an instructional model analysis and will be making a recommendation. There is no change for the 2026-27 school year. Part of their program review includes a comprehensive analysis of the current 50/50 model's effectiveness. This deliverable must include a specific, data-driven recommendation to either continue the 50/50 model or transition to an alternative (e.g., 80/20, 90/10).

What investments are being made to the DL program to improve success for our students?

- Spanish Language Arts and Literacy Professional Development
- Program Review
- Co-Principal model of leadership
- Playground and facilities upgrades

Assessments

How serious does the district take Spanish MAP scores? What are the achievement goals? 2) Has the district considered testing that focuses specifically on Spanish fluency? What are the goals?

- At this time, the Spanish MAP Assessment is under review. As part of the program review, Paridad is conducting Comprehensive Biliteracy Assessment Framework. They will provide the following:
  A set of recommendations for a balanced assessment system in mathematics and literacy. This must specify recommended instruments (e.g., screeners, benchmarks, summative assessments) for tracking student progress in both English and Spanish literacy.

Teaching

What are the KPIs that the district is holding itself accountable for in terms of Spanish language learning (given that math and English KPIs are clear already from the statewide measurement system)?

We are norming our practices to the ISBE Dual Language Guidance Framework by utilizing a balanced assessment system that monitors both linguistic growth and academic parity.

What are the key metrics that the administration will utilize to measure and track the success of the effort to combine Red Oak and Oak Terrace schools and what line of sight will the community have for these metrics?

Culture data, academic data, staff retention data

Permissive Transfers

If we choose to have our student finish out elementary school at his neighborhood school rather than OT, can he still attend NW for middle school in order to stay with older siblings?

- If Northwood is not your child's home school, this would be considered a permissive transfer request - these are considered annually and they are not automatically guaranteed.

Technology

The OT speaker/microphone cart needs to be replaced - they output poor sound quality and are not loud enough for outdoor use. They are used by gym teachers, PTO outdoor events and brought to the library and MPR for events. Are these going to be replaced as part of the plan?

- Not at this time because we have alternative options to the issue that is being raised.
- When holding an event in either the Gym or the MPR, staff/PTO should be using the built in sound system that includes two handheld microphones and an overhead projector. These systems are only a year old and are the same systems found in Ravinia, Indian Trail, etc.
- For outdoor events, the rolling cart is not sufficient for outdoor use. The District has a couple of mobile, outdoor sound systems that can be utilized by coordinating with the Technology Services Department. Principals should proactively put in a support ticket for future events.

Transportation

How will bus routes look?

- Bus routes are created each summer depending on where students live.
- By the summer of 2027, we will know who from Red Oak is joining Oak Terrace and create routes accordingly.
- The district plans transportation routes to keep ride times to 45 minutes or less.

Mascot and School Name

Is there any wiggle room on changing the name and logo of the school, as the whole premise of combining schools was to combine the DL program into one. It is different than the mono schools closing and students dispersing.

- We have considered this question and discussed this with stakeholders. The Oak Terrace name will be preserved. Oak Terrace has a long history of being a school that welcomed multilingual families, and changing it would be erasing the history. We have real concerns about what a change would symbolize.

- The monarch butterfly mascot is culturally relevant with strong symbolic meaning (migration, hope, strength, and resilience) in various cultures. A new mascot emphasizing would risk losing the most culturally relevant mascot that we have in the district.

Playground

The kids are talking a lot about how there are so many butterflies and orange on the playground plans. Is there room to change that so its more of a neutral design?

- The playground design has gone through extensive feedback sessions, including student input and voices.
- The monarch butterfly has significant cultural relevance and is the mascot.
- The final design is up for board of education approval on April 21, 2026.

Appendix T:
Oak Terrace Playground Design Evolution

Oak Terrace Elementary
Design Evolution

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PLAY ILLINOIS

Planning Process: Collaborative Approach

- **Goals**: Foster Oak Terrace Elementary and Red Oak Elementary community ownership, gather feedback, and ensure every student is represented on the playground.
- **Feedback Sessions**:
  - (2)staff presentations
  - (3)community sessions
  - (4)DL Facilities & Operations meetings
  - (2)parent presentations
  - (2) full-day presentations to each grade level

Design Concept: Version One



- Total Capacity: 216
- Total Number of Play Events: 50
- Total Square Footage: 3,795

Version One Feedback

- Presented two concepts to the committee and selected this version.
- Feedback from initial committee review:
  - Space out activities and provide additional freestanding play events
  - Add Inclusive Orbit spinner, climbing wall and move Nature Play rocks/stumps.
  - Remove monkey bars.
  - Add another vertical climber.
  - Add benches and more seating options.

Design Concept: Version Two



- Total Capacity: 230
- Total Number of Play Events: 56
- Total Square Footage: 3,575

Version Two Feedback

- Extend the Floor is Hot Lava Obstacle course around main structure.
- Upgrade climbers with new products (Modo Climber, 360 Loop Connection, Ledge Link).
- Add 12’ x 12’ cantilever shade.
- Remove music on Serenity Spot and add hammock.
- Add swing bays on the black top area.
- Add luge slide or smaller slide for younger kids.

Design Concept: Version Three



- Total Capacity: 273
- Total Number of Play Events: 53
- Total Square Footage: 9,288 (included swing bays not shown in image)

Version Three Feedback

- Expanded footprint.
- Add swing bays: 6-7 total swing bays include one Cirrus swing (include 2 Freedom Seats).
- Add Brava Swing to main playground area and Vero spinner.

Design Concept: Version Four



- Total Capacity: 291
- Total Number of Play Events: 62
- Total Square Footage: 9,521

Version Four Feedback

- Decrease the length of the ramp.
- Add more overhead climbers and freestanding play events.
- Slightly decrease the playground footprint.
- Heavy student input guiding design revision five.

Design Concept: Version Five



- Total Capacity: 298
- Total Number of Play Events: 44
- Total Square Footage: 6,285

Version Five Feedback

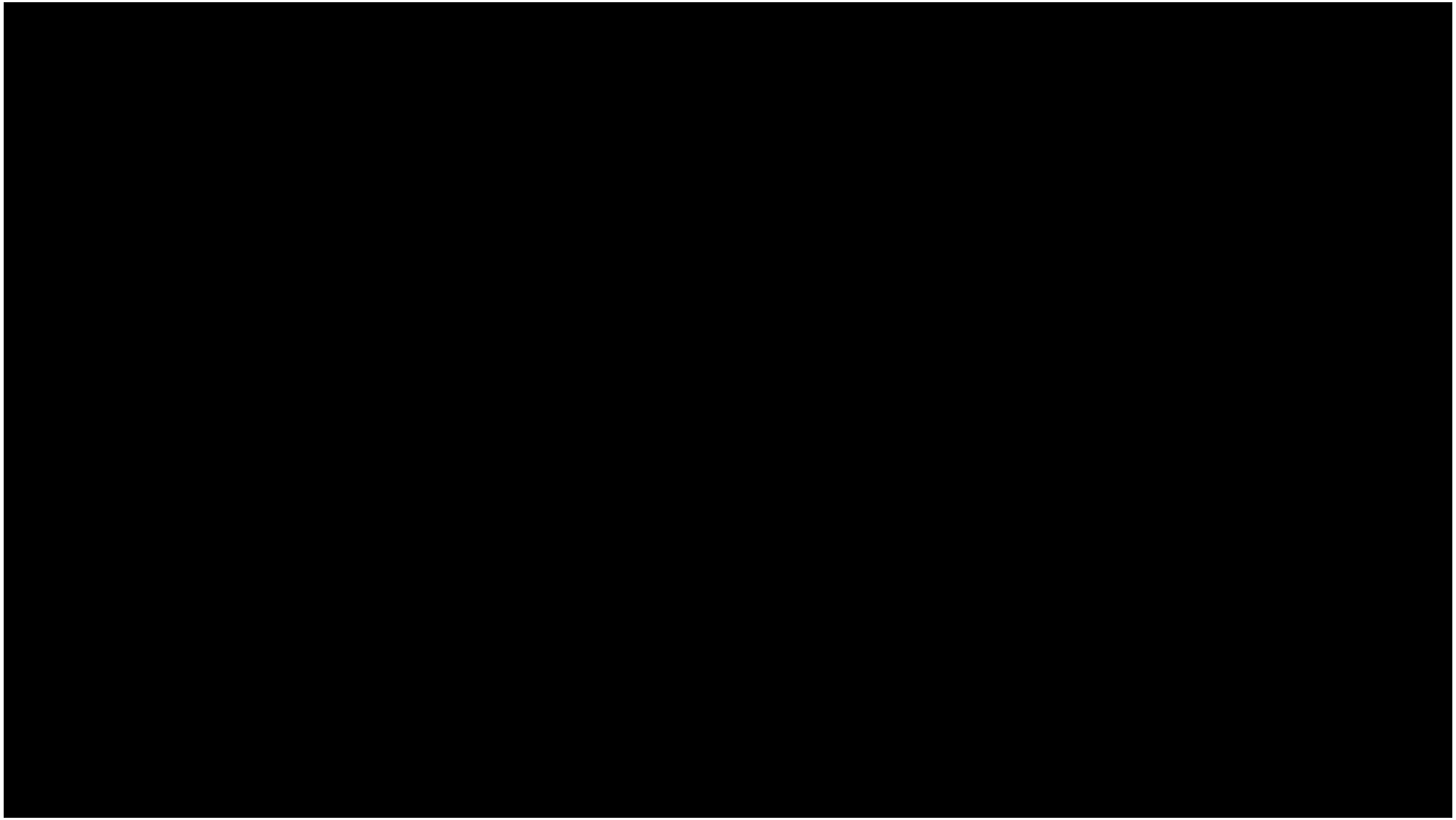
- Remove StemPlay and replace with the communication board.
- Add the Sensory regulation panel next to the Serenity Spot.
- Swings will be added 2027.

Design Concept: Version Seven (FINAL)



- Total Capacity: 264
- Total Number of Play Events: 34
- Total Square Footage: 3,027

Final Playground Design: Virtual Tour



Version Seven Feedback (FINAL)

- Change from Wight & Co. to break projects into Phase One and Phase Two.
- Phase One includes the main 5-12 structure (freestanding play events, seating and shade are Summer 2027).
- Decreased playground footprint.

Questions?

PLAY ILLINOIS

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Appendix U: Wight & Co. Gap Analysis Report



DRAFT

NORTH SHORE SCHOOL DISTRICT 112 | OAK TERRACE

GAP ANALYSIS REPORT

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02 COMPONENT COMPARISON MATRIX
03 GAP ANALYSIS COMPONENTS - GENERAL
04 GAP ANALYSIS COMPONENTS - SITE AND SYSTEMS
05 FLOOR PLANS
06 GAP ANALYSIS COMPONENTS - INTERIORS
07 RECOMMENDATIONS TO “CLOSE THE GAP”

APPENDIX

FURNITURE CONCEPT LAYOUTS
ACTIVITY FEEDBACK

WHAT IS A GAP ANALYSIS?

GAP ANALYSIS

a comparison of Oak Terrace Elementary School to newly renovated North Shore 112 elementary schools in order to identify existing shortcomings and outline strategies to close those gaps

GAP ANALYSIS STUDY

The purpose of this study is to support consolidation of the K-5 dual language programs at Red Oak Elementary School and Oak Terrace Elementary School into a single location at Oak Terrace Elementary School starting in the 2027-2028 school year. The scope of work includes conducting comparative analysis to identify potential gaps between Oak Terrace Elementary School and the other recently modernized and renovated projects at other district elementary buildings. The conclusion of the study will identify actions for the renovation and redesign of the Oak Terrace campus to close these gaps and create parity amongst all elementary schools in North Shore School District 112.

Specific areas of consideration include, but are not limited to, building exterior envelope, outdoor play space and outdoor learning places, classroom instructional spaces, library media space, the redesign of the former main office and vestibules, former nurses' and related services professional offices, the staff lounge and workroom, and any other areas for potential consideration. A review of furniture needs at Oak Terrace will be conducted to ensure alignment with the District's renovated K-5 Schools. This work includes gathering input from students, staff and families, and collaborating with the Facilities and Operations subcommittee of the Superintendent's Task Force for Dual Language Consolidation.

FACILITIES AND OPERATIONS COMMITTEE INPUT

Several meetings were conducted with the Facilities and Operations subcommittee of the Superintendent's Task Force for Dual Language Consolidation to provide relevant facility information to subcommittee members.

November 6, 2025	Tour of Oak Terrace Elementary School Building and Site
	Learning Environment & Site Design Workshop Dot Exercises
November 18, 2025	Tour of Red Oak Elementary School Buidling and Site
	Review/discuss two-phase process: Phase 1 (Learning & Exploring through tours & idea-gathering) & Phase 2 (Design Synthesis & Feedback, where architects present recommendations)
December 11, 2025	Tour of Ravinia Elementary School Servery Addition
	Review/discuss Oak Terrace Outdoor Learning and Play Areas
January 15, 2026	Tour/discuss renovated Indian Trail Elementary School
	Review/discuss traffic and safety analysis of Oak Terrace
January 17, 2026	Tour of Ravinia Elementary School Building and Site
February 12, 2026	Synthesis/discussion of analysis of Oak Terrace Outdoor Learning and Play Areas
March 12, 2026	Synthesis/discussion of analysis of Oak Terrace Building Exterior and Interior

FAMILY AND COMMUNITY ENGAGEMENT

Three open house sessions and building tours were held to provide information and engage families/community members in discussion regarding the upcoming consolidation of the dual language program into Oak Terrace Elementary School.

February 7, 2026	Saturday Open House
February 19, 2026	Evening Open House
February 23, 2026	Daytime Open House

GAP ANALYSIS COMPONENTS - GENERAL

COMPONENT AREAS OF STUDY TO ANALYZE GAPS

Wight & Company reviewed the following components to compare the existing conditions at Oak Terrace Elementary School with the modernized elementary schools in the district. This included review of the completed elementary schools, as well as the final designs of the schools under construction or awaiting 2027-28 construction.

A Component Comparison Matrix follows.

COMPONENT COMPARISON MATRIX

Component/Area of Consideration	Braeside	Indian Trail	Oak Terrace	Ravinia	Red Oak	Sherwood	Wayne Thomas
Site							
Designated Pick/Up--Drop Off and Parking	★	★	●	★	●	★	★
Sidewalk Path to Entries	★	★	●	★	●	★	★
Outdoor Learning Areas	★	★	●	★	●	★	★
Play Structure	★	★	●	★	●	★	★
Accessible Universal Design	★	★	✖	★	✖	★	★
Play Surface Area (gaga, basketball, 4-square)	★	★	●	★	●	★	★
Building - Exterior Envelope							
Roofing	★	★	★	★	●	★	★
Windows/Doors	★	★	★	★	●	★	★
Walls	★	★	★	★	●	★	★
Building - Systems							
Mechanical/Electrical/ Plumbing	★	★	★	★	●	★	★
Fire Alarm	★	★	★	★	★	★	★
Card Access/Security	★	★	★	★	★	★	★
Public Address / Communications	★	★	★	★	★	★	★
Technology -Displays /WAP and Internet	★	★	★	★	★	★	★
Building - Interior Finishes							
Ceiling/LED Lighting	★	★	●	★	●	★	★
Flooring	★	★	●	★	●	★	★
Walls	★	★	●	★	●	★	★
Casework	★	★	●	★	●	★	★
Building - Interior Staff Spaces							
Secure Main Entry	★	★	●	★	●	★	★
Staff Break Room	★	★	●	★	●	★	★
Wellness Room / Staff Respite Private Room	★	★	●	★	●	★	★
Work Area / Supply Storage	★	★	●	★	●	★	★
Staff Offices	★	★	●	★	●	★	★

Note: Braeside, Sherwood and Wayne Thomas anaylsis is based on end-of-construction status

✖ Lacks Component
● Component is Not Modernized / Needs Improvement
★ Component is Modernized / Improved / Scheduled Capital Plan in Progress

COMPONENT COMPARISON MATRIX

Component/Area of Consideration	Braeside	Indian Trail	Oak Terrace	Ravinia	Red Oak	Sherwood	Wayne Thomas
Building - Classroom Instruction Spaces							
Teaching Wall with Vertical Storage Behind	★	★	✖	★	✖	★	★
Technology	★	★	★	★	★	★	★
Acoustics	★	★	●	★	●	★	★
Window Shades	★	★	●	★	●	★	★
Furniture	★	★	●	★	●	★	★
Building - Shared Space							
Art/Music/Orchestra/Band Spaces	★	★	●	★	●	★	★
Small Group Instruction Space	★	★	●	★	●	★	★
Student Resource Instruction Space	★	★	●	★	●	★	★
Multi-Purpose / Dining Space	★	★	●	★	●	★	★
Food Kitchen/Servery	★	★	● ✖	★	★ ●	★	★
Gym	★	★	●	★	●	★	★
Offices and Storage	★	★	✖	★	✖	★	★
Library Media Center	★	★	●	★	●	★	★
Open Door Concept	★	★	✖	★	✖	★	★
Circulation Center /Help Desk	★	★	●	★	●	★	★
Mix of Low/High/Flexible Shelving	★	★	●	★	●	★	★
Group Instruction Zone	★	★	●	★	●	★	★
Collaborative Platform Area	★	★	✖	★	✖	★	★
Flexible Seating (includes Soft Seating)	★	★	●	★	●	★	★
Toilet Rooms	★	★	●	★	●	★	★
Building - Corriodors and Stairs							
Collaboration Opportunities	★	★	●	★	✖	★	★
5th Grade Collaboration Area (MS Prep)	★	★	✖	★	✖	★	★
Graphics - Inspiration/Branding	★	★	●	★	●	★	★

Note: Braeside, Sherwood and Wayne Thomas anaylsis is based on end-of-construction status

✖ Lacks Component
● Component is Not Modernized / Needs Improvement
★ Component is Modernized / Improved / Scheduled Capital Plan in Progress

COMPONENT AREAS OF STUDY TO ANALYZE GAPS

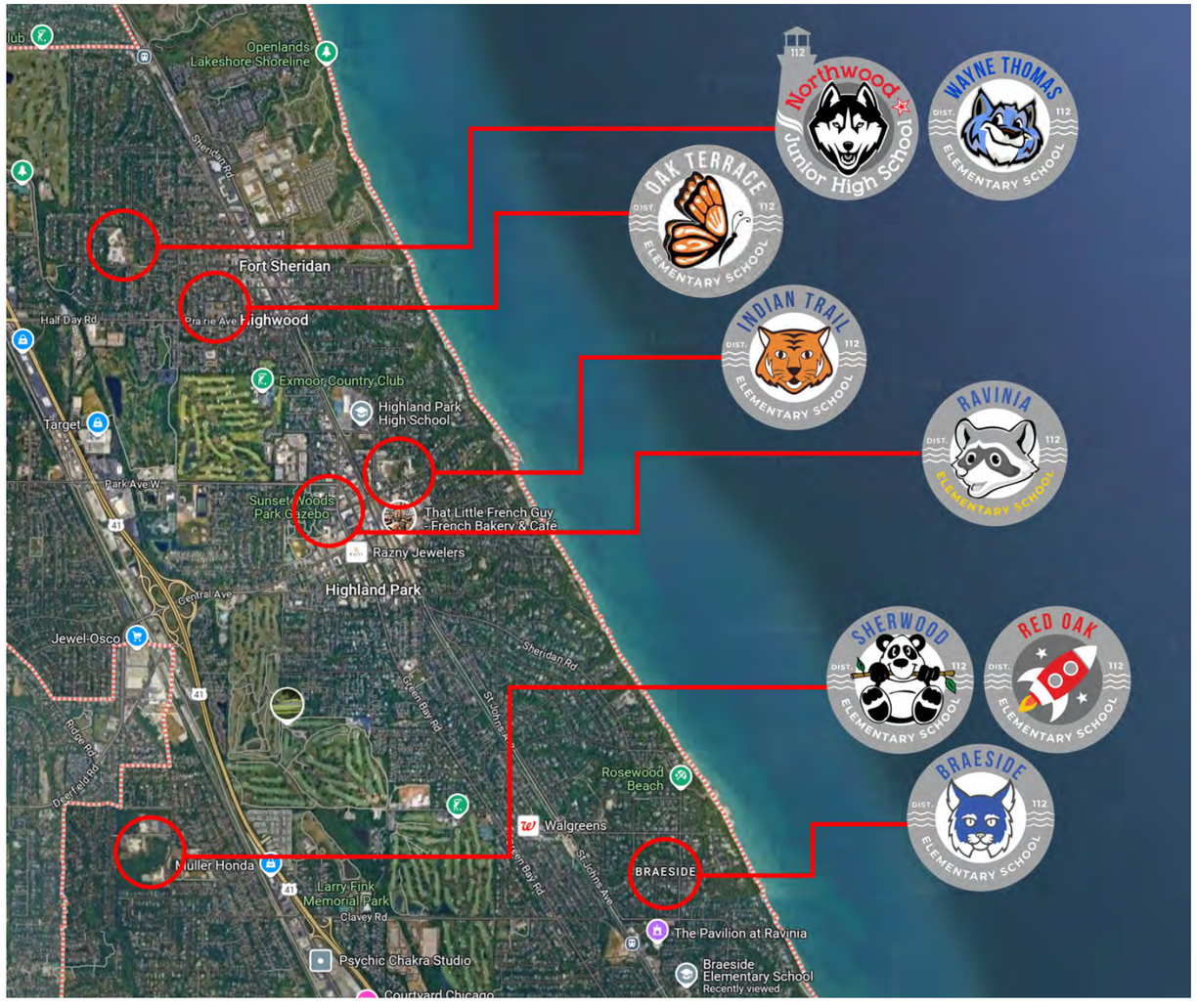
OVERALL FLOOR PLAN

Oak Terrace is the newest school in the North Shore School District 112. It was built from 2000-2002. The architect for the original design is Perkins and Will, an international architecture firm that is recognized for thought-leadership in educational design. Programming of the types of spaces, size, arrangement, and adjacency of rooms represents leading school facility design at the time of construction and is still considered above average for schools designed today. In particular, the grouping of classrooms into graded clusters or houses at one side of the building and all the large, shared spaces that are accessed by the community at the opposite side of the facility is a concept that has stood the test of time. The design was also innovative in that many small group instruction and student rooms were provided throughout the building and most importantly near the classrooms. In most other schools in the district, adding small group instruction rooms was a major undertaking in the renovation and addition of space

SCHOOL CAPACITY

Oak Terrace Elementary Schools is designed for 600 students with total of 86,500 square feet. At 144 square feet per student, this exceeds both the older (120-125 sf) and newer (135-140sf) recommended square feet per student used as a basis to program the size of school buildings. There are four classrooms per grade level, along with an adequate number of special instruction and resource rooms.

SIZE OF ELEMENTARY SCHOOLS



Site	Capacity	Total Square Footage	Actual SF/Student		Recommended SF/Student (Older Standard)	Recommended SF/Student (Newer Standard)		Meets or Exceeds Newer Standard
Braeside	300	44,300	147.67		120-125	135-140		X
Indian Trail	450	70,730	157.18		120-125	135-140		X
Oak Terrace	600	86,500	144.17		120-125	135-140		X
Ravinia	450	68,115	151.37		120-125	135-140		X
Red Oak	450	59,090	131.31		120-125	135-140		X
Sherwood	450	60,290	133.98		120-125	135-140		X
Wayne Thomas	450	56,000	124.44		120-125	135-140		X
Edgewood Middle	700	148,063	211.52		135-140	165-170		X
Northwood Middle	600	121,000	201.67		135-140	165-170		X
Total	4,450	714,088						

Number of students per classroom: 24-26 - using 24 as target
2 section schools with 25 students per classroom = 300
3 section schools with 25 students per classroom = 450
4 section schools with 25 students per classroom = 600

SITE AND PLAYGROUND



Site	Planned Capacity	Current Acreage	Recommended Acreage		Over (-Under) Acreage
Braeside	300	4.95	7.00		-2.05
Indian Trail	450	8.03	8.50		-0.47
Oak Terrace	600	5.12	10.00		-4.88
Ravinia	450	11.04	8.50		2.54
Red Oak	450	8.7	8.50		0.20
Sherwood	450	8.9	8.50		0.40
Wayne Thomas	450	4.53	8.50		-3.97
Edgewood Middle	700	15.06	17.00		-1.94
Northwood Middle	600	10.19	16.00		-5.81
Total	4,450	76.52	92.5		-15.98

Planning Rule of Thumb

Elementary School:

4-5 usuable acres + 1 acre per 100 students

Middle School:

10-15 useable acres + 1 acre per 100 students

GAP ANALYSIS COMPONENTS - SITE & SYSTEMS

SITE

•Designated Pick-up/Drop Off and Parking – logical drive lanes near a building entry point that provide a means of separated car and bus traffic, while maintaining pedestrian safety.

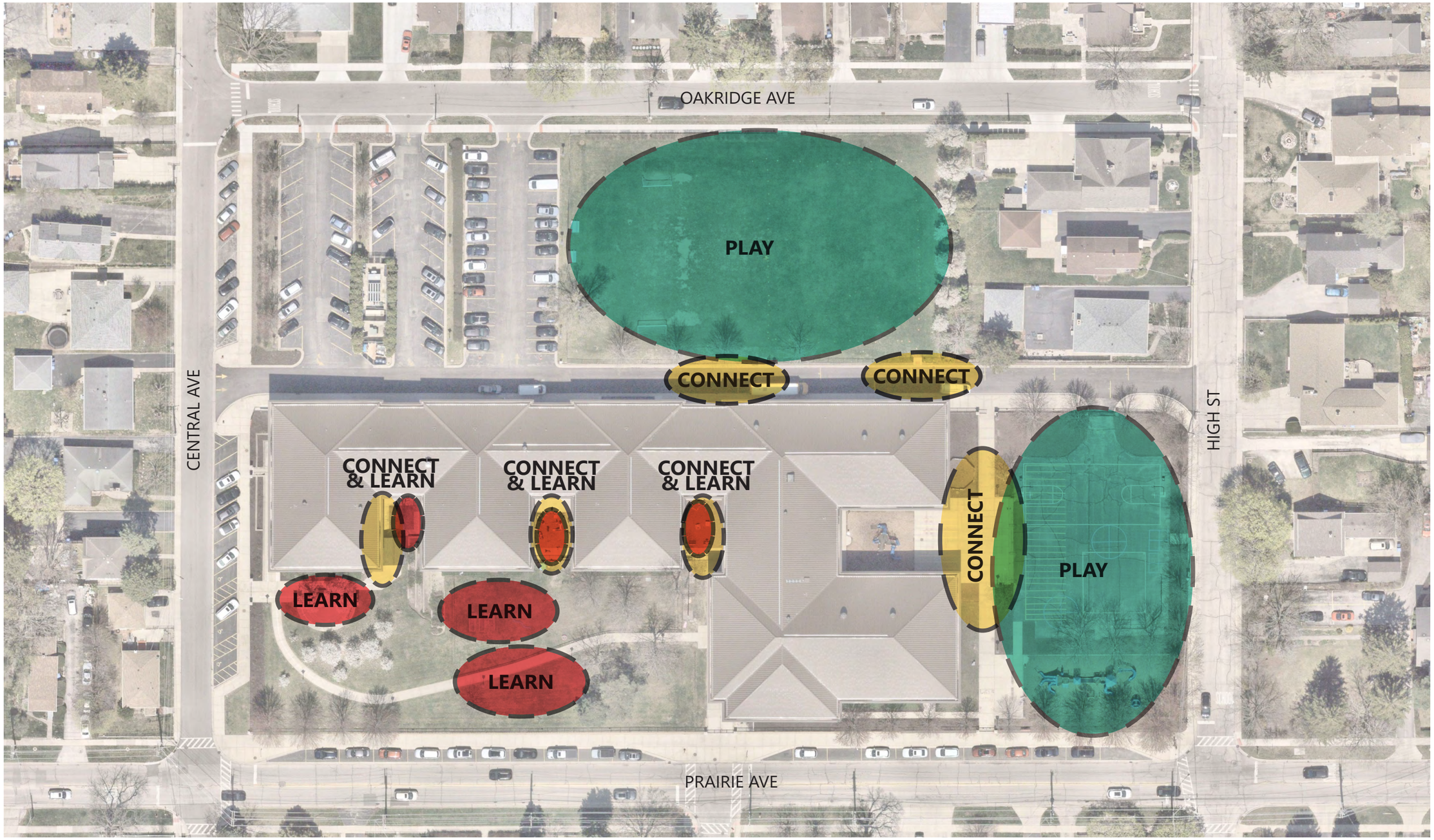
•Sidewalk Path to Entries - logical sidewalk pathways from common neighborhood and street pedestrian routes connecting to building entries

•Outdoor Learning Areas – designated outdoor areas, such as courtyards, alcoves, patios, which allow for learning activities outdoors (passive and instructor led)

•Play Structures – support students in various means of physical play on accessible and universally designed equipment designated for play

•Play Surface Area – hard surface, such as asphalt, designated to support a variety of physical play such as gaga pit, basketball, 4 square, etc.

ZONE DIAGRAM



BUILDING - ENVELOPE

•Roofing – roofing age and repair consistent with manufacturer recommended replacement timeline

•Windows/Doors – insulated and in proper maintenance condition consistent with industry expectations

•Walls- watertight and in proper maintenance condition consistent with industry expectations and district maintenance program

BUILDING - SYSTEMS

•Mechanical/Electrical/Plumbing – age of systems, repairs, and operating conditions consistent with industry expectations. Mechanical ventilation, heating, and air-conditioning throughout the building.

•Fire Alarm – age of system, repairs, and operating conditions consistent with industry requirements. Fully, addressable, both audible and visual devices are provided in each room.

•Card Access/Security – card access system provided in consistent manor with all schools per the District access policies. Secure main entry vestibules are designed per the district standards and installed to screen all visitors before building entry.

•Public Address/Communications – public address system to allow two-way communication between main office and all educational spaces for students installed and maintained in working order

•Technology-Displays/WAP and Internet – flat panel display units utilized for presentation and collaboration, WAP’s installed throughout to provide internet service to meet district standards.

FOCUS AREAS TO IDENTIFY GAP



SIZE OF THE SCHOOL: SF/Student is in line

EXTERIOR BUILDING ENVELOPE: roof, brick, windows, doors all in good condition

INFRASTRUCTURE: mechanical, electrical, and plumbing systems in good condition

TECHNOLOGY: classrooms have been upgraded to two monitors, wireless access points have been added

SITE AND PLAYGROUND: playground and learning areas have been designed in partnership with Play Illinois

SUSTAINABILITY: upcoming solar panel installation

GAP ANALYSIS COMPONENTS - INTERIORS



OUTDOOR LEARN/PLAY

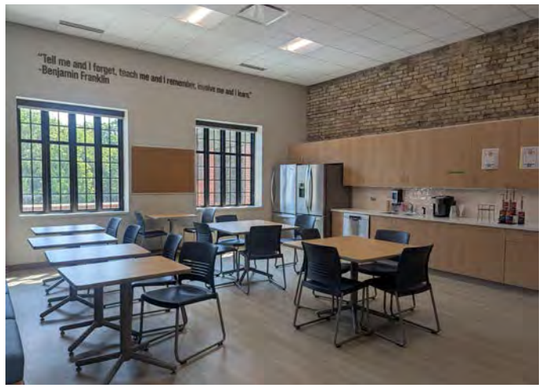
SCHOOL BRANDING



MAIN OFFICE



PARENT DROP-OFF STATION



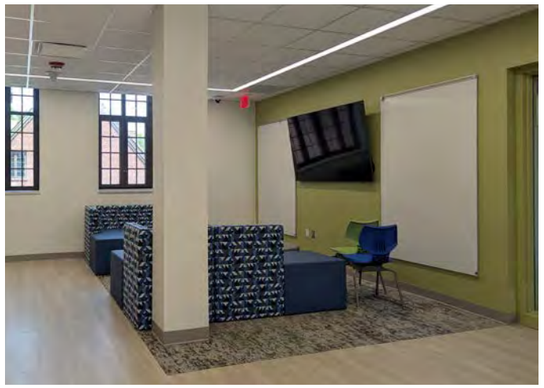
STAFF WELLNESS



SMALL GROUP ROOMS



LIBRARY



CORRIDOR COLLABORATION



S.E. RESOURCE



CLASSROOM FURNITURE



FOOD SERVICE - SERVERY



STUDENT ARTWORK

BUILDING - INTERIOR FINISHES

•Ceilings/LED Lighting – acoustic tile ceilings to assist with improved acoustics, recessed LED lighting that is dimmable and color-balanced for optimal teaching and learning environments

•Flooring – commercial grade surfaces: carpet tile, LVT, linoleum and ceramic surfaces. Carpet tile in areas such as teaching spaces and offices to assist in improved acoustics. LVT, linoleum and ceramic as appropriate areas that need a harder or moisture resistant surface. Finishes to be modern and cohesive throughout the building

•Walls - commercial grade paint, wall covering or ceramic tile as appropriate for use in space. Colors to be modern and cohesive throughout the building

•Casework – plastic laminate or wood casework/shelving for storage as required by room type.

BUILDING - INTERIOR STAFF SPACES

•Secure Main Entry – main office area with secure main entry vestibule that allows staff protection behind bullet resistant window while they provide security screenings of visitors. Window contains small opening to slide paperwork, identification, or visitor badges to staff. Include casework to facilitate family drop off of student items without entering office or school.

•Staff Break Room – provide room for staff breaks with equipment and furniture to facilitate lunch dining,

•Wellness/Staff Respite Private Room – provide private room to support staff wellness and respite. Include furniture and equipment to facilitate nursing mothers.

•Work Area/Supply Storage – space for staff to distribute mail, make copies, general workspace, resource and supply storage with furniture and equipment required to support these activities

•Staff Offices – offices and work space with appropriate levels of privacy and furniture to support their role

BUILDING - CLASSROOM INSTRUCTIONAL SPACES

•Teaching Wall with Vertical Storage Behind - In classrooms, the district's typical approach is to free up three walls of the rooms from built-in casework in order to maximize floor space for teaching and learning. Provide a teach wall with sliding white boards that conceal full-height, vertical shelving storage.

•Technology - flat panel display units for teaching and learning collaboration are provided in all teaching and learning spaces. Two display units are provided in each classroom on separate walls. WAP's are installed in teaching and learning spaces to provide internet service to meet district standards.

•Acoustics – provide carpet tiles and acoustic ceiling tiles to improve acoustics to enhance teaching and learning, sound absorption wall or ceiling panels provided in spaces for specific acoustic needs such as music, dining, or PE.

•Window Shades - provide roller shades at windows to control light and glare, roller shades at windows in doors and sidelights along corridor wall

•Furniture – provide flexible furniture to meeting district standard prototypes for all elementary schools in the district.

BUILDING - SHARED SPACES

•Art/Music/Band/Orch Spaces – designated rooms, designed with appropriate furniture, equipment, acoustics, and casework to support curriculum

•Small Group Instruction - designated spaces, designed with appropriate furniture, equipment, acoustics, and casework to support curriculum

•Student Resource Instruction Space - designated spaces, designed with appropriate furniture, equipment, acoustics, and casework to support curriculum

•Multi-Purpose/Dining Space- larger, open, multi-use space for student dining, assembly, performance with appropriate furniture, equipment, acoustics and finishes to support student and community

•Food Kitchen/Servery – dedicated kitchen room to receive meals from district meal service program, dedicated area with food service equipment to distribute meals to students

•Gym PE Office/Storage - larger, open, multi-use space for physical education instruction and assembly with appropriate furniture, equipment, acoustics and finishes to support student and community

•Library Media Center - larger, open space with circulation/help desk, mix of low/high flexible shelving for books and various media materials, group instruction zone, collaborative platform area for seating, study and presentation and flexible seating for groups and individuals

•Toilet Rooms – spaces with plumbing fixtures provided in adequate amounts for students and staff with appropriate lighting and finishes.

BUILDING - CORRIDOR AND STAIRS

•Collaboration Opportunities – common areas for students and staff to interact outside of scheduled teaching and learning areas—typically adjacent to learning areas, often in corridors.

•5th Grade Collaboration Area (Middle School Preparation) – specific area near 5th grade classrooms to promote student collaboration outside the classrooms to introduce autonomy in small groups in preparation for a large number of collaboration areas in the District's middle school for grades 6-8. Provide flexible furniture and flat panel display to share work content and socialize with each other.

•Graphics – vinyl wall coverings in targeted areas (often common corridors, stair areas, and multi-use spaces), specifically designed and themed for inspiration and school branding

•Stairs – accessible to students to promote use, promote daylighting or views to exterior with windows or skylights. Doors to be held open (and connected to fire alarm system to close required) to promote transparency into the stairwells.

RECOMMENDATIONS - "CLOSE THE GAP"

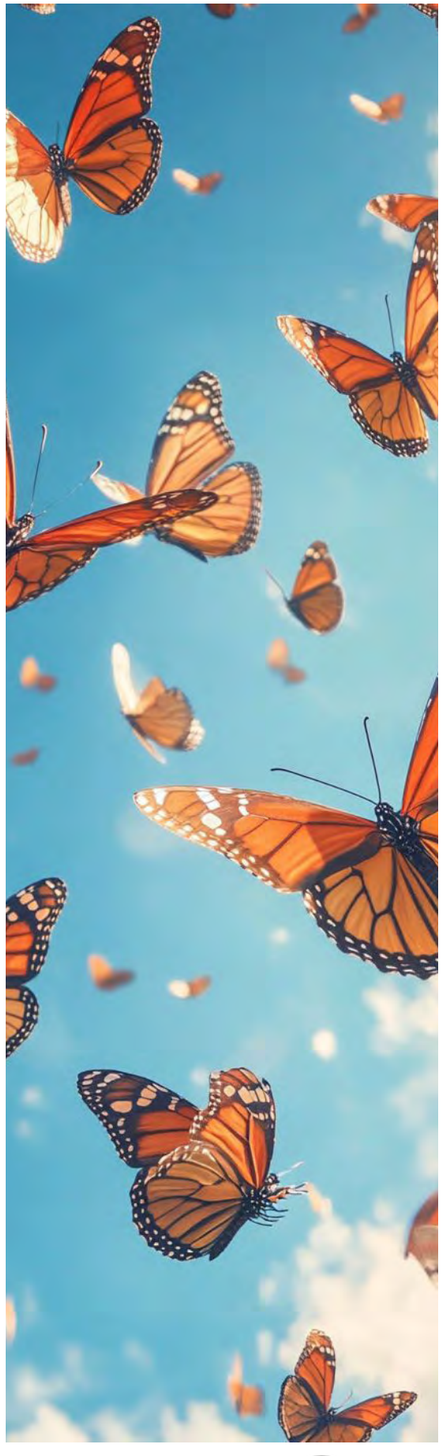
RECOMMENDATIONS “GAP-CLOSERS” FOR OAK TERRACE ELEMENTARY SCHOOL

As noted earlier in the report, Oak Terrace Elementary School being built 2000 -2002 benefits from good planning with larger classrooms, adequate number of special use rooms and student resource rooms. Additionally, student support staff offices and many small group instruction rooms were provided throughout the building and most importantly near the classrooms. In most other schools in the district, adding small group instruction rooms was a major undertaking in the renovation and addition of space.
Equally beneficial, is that the exterior of the building and the interior mechanical/electrical systems have been recently updated and improved. These observations make the work required at Oak Terrace Elementary School to “close the gap”, much less disruptive to students and less costly than the other modernized and renovated elementary schools in the district.

The Scope of Work recommended to “Close the Gap” at Oak Terrace Elementary School will be accomplished during the Summer of 2027 (with two exceptions noted below) and completed for the Fall 2027 school year. With the majority of the work being interior finish improvements, rather than wall and mechanical system replacements, Oak Terrace students will not need to move to another site during construction as the work will be completed during the summer break. The two exceptions to the Fall 2027 completions dates are the play structure replacement that will be completed earlier by Fall of 2026 and a small building addition for a new Servery that will be completed by October 2027.

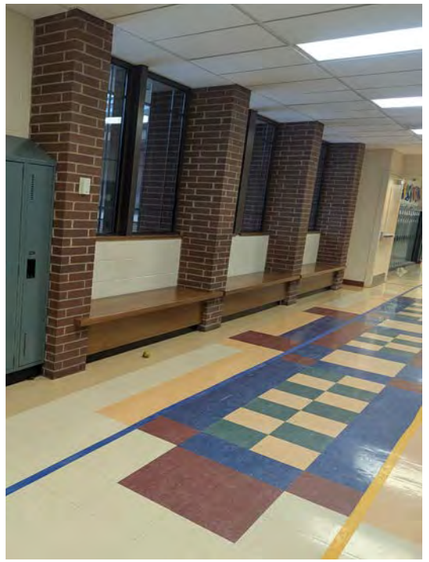
COHESIVE THEME / INSPIRATION

All renovations, both interior and exterior were designed to express a cohesive theme that supports the culture of the Oak Terrace Elementary School dual language community. Student artwork created in workshops will be transformed into wall murals that will support the theme and be installed in the stairwells, main entry and corridors, similar to the examples included.






EAR

















MURAL EXAMPLE : HALLWAY





Emerson School



SITE

New Play Structure- During Summer 2026, the existing play structure is replaced with a new universally designed play structure. The new play structure will be complete and ready for use at the start of the Fall 2026 school year.

Improved Play Surface - During the Summer 2027, a new play area with swings will be added and the existing blacktop play area will be renovated to improve drainage and the game layouts for students.

Improved Sidewalks and Pedestrian Access - The sidewalks and steps along the west side of the school, adjacent to the blacktop/play areas will be replaced to accommodate accessible ramp access to the play structures and swings/blacktop areas during Summer of 2027. Two gates will be installed at each end of drop-off/bus lane in bisecting the site in order to limit access to thru traffic while school is in session. These gates are recommended in order to allow students to move safely across the drive from the playground/building to the soccer fields for recess or PE class. The gates will be closed at the start of the school day and opened again at the end of the school day. They will be controlled by security code/card access for emergency vehicles.

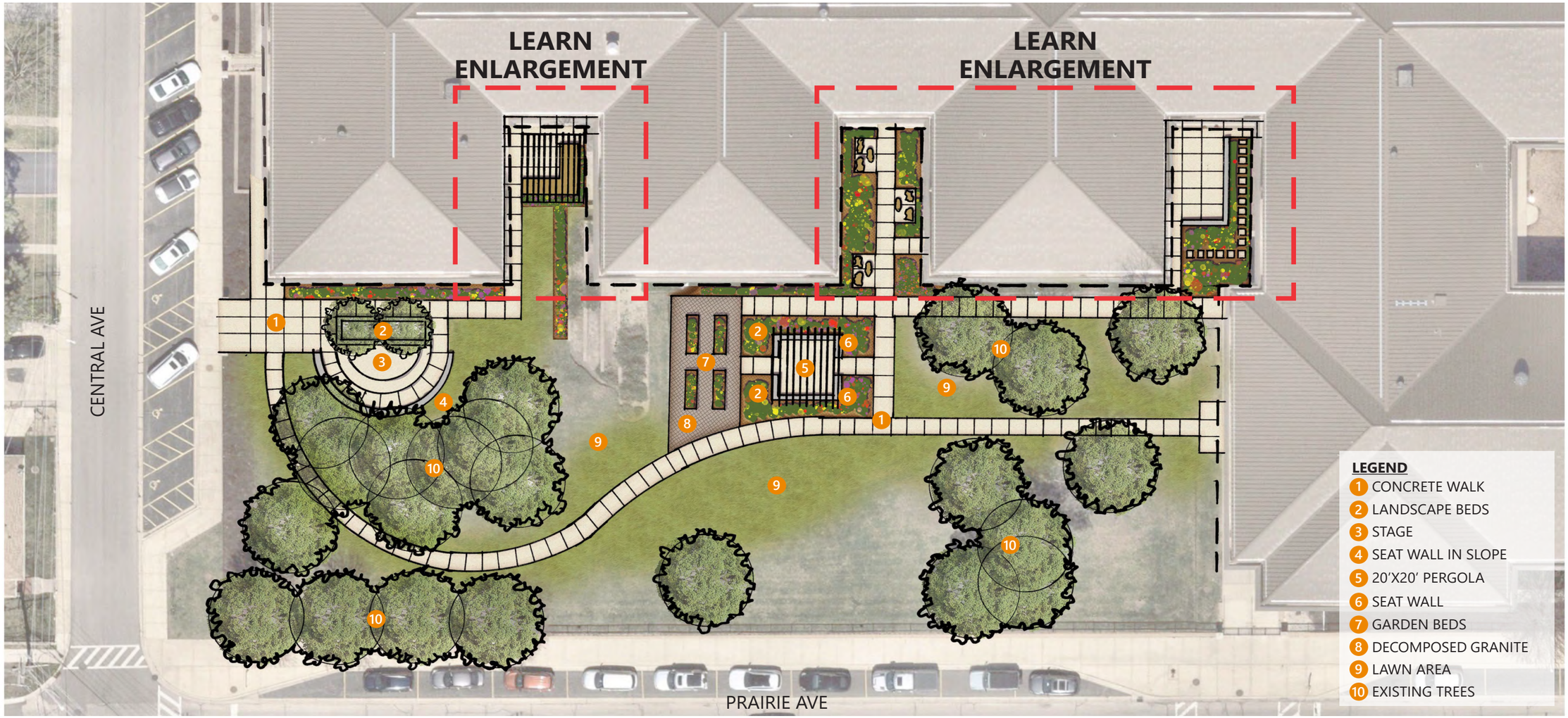
BUILDING

Sustainability/Energy – solar panels are being installed on the roof for summer 2026 as part of the District’s sustainability goals to reduce energy use.

SITE PLAN



CONNECT & LEARN





FLEXIBLE LAWN SEATING



PERGOLA

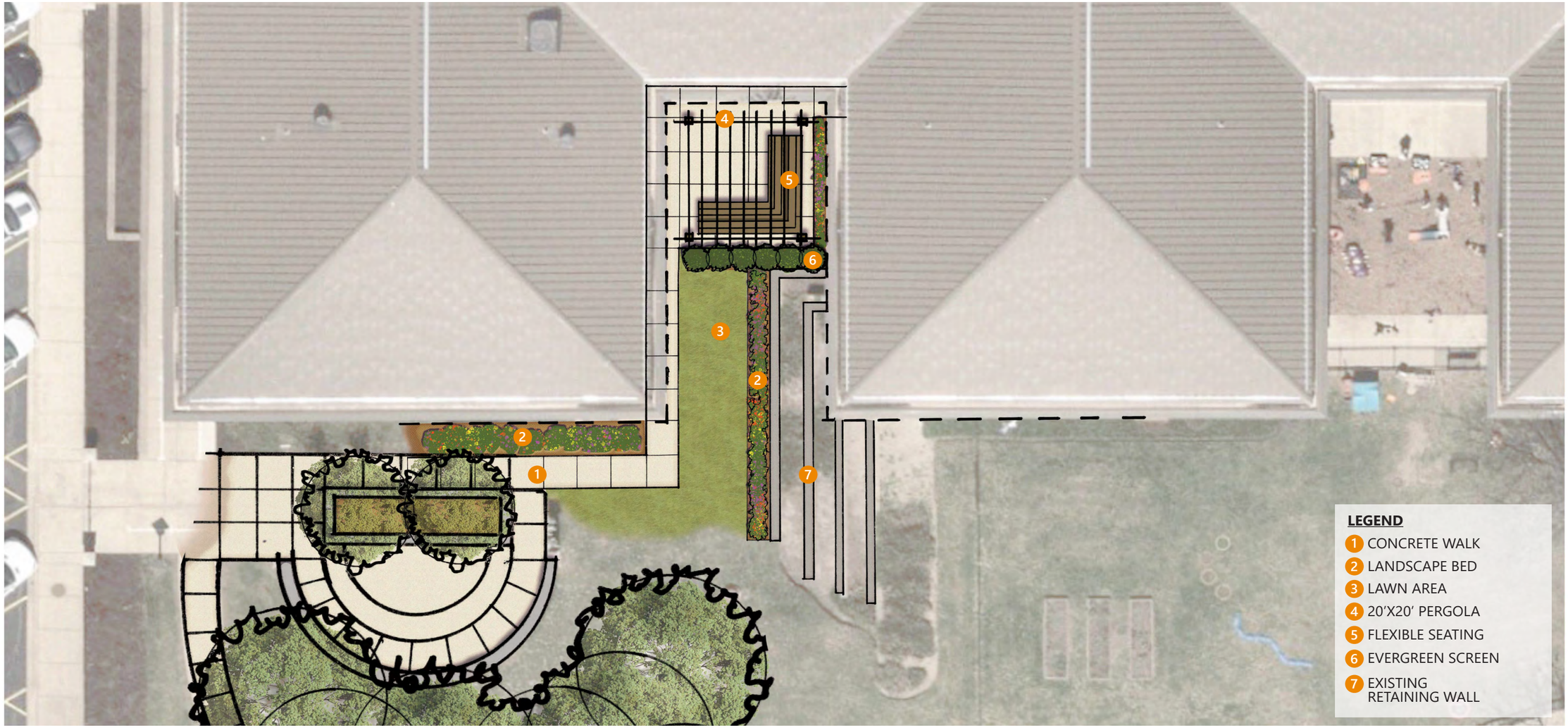


IN-GROUND GARDEN BED



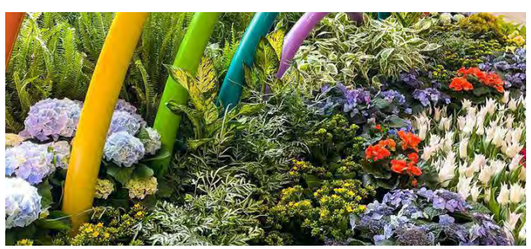
SEAT WALL IN SLOPE

LEARN





EVERGREEN SCREEN



LANDSCAPE BEDS

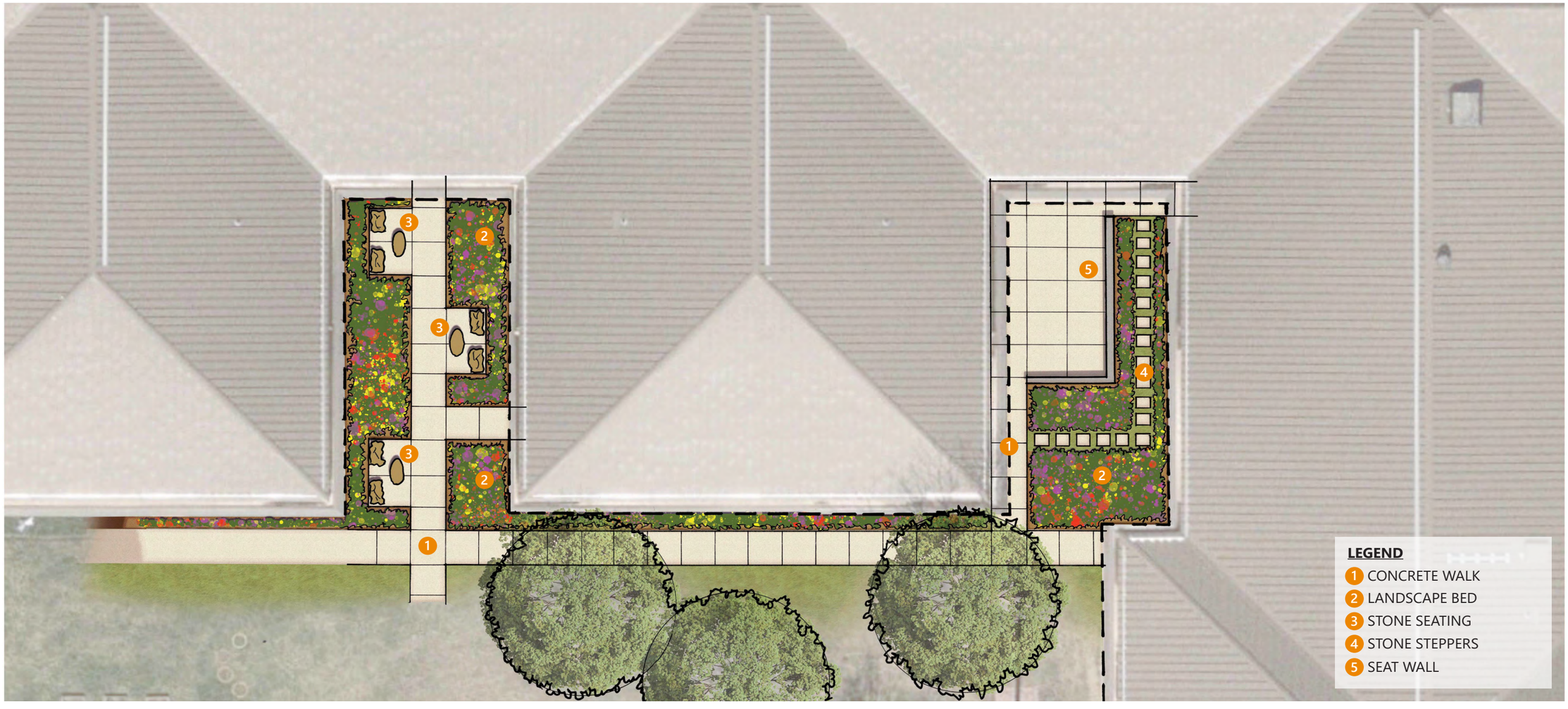


PERGOLA



FLEXIBLE SEATING

LEARN





STONE SMALL GROUP SEATING



LOUNGE SEATING



STONE PATHS



SEAT WALL

CONNECT & PLAY





PARKING GATE



BENCH SEATING



GROUND MURAL



FLEX OPEN LAWN

HIGH STREET

PRAIRIE AVENUE

LEGEND

1. SERVERY ADDITION
2. LANDSCAPE BED
3. HALF-COURT BASKETBALL
4. FOUR SQUARE
5. KICKBALL
6. GAGABALL
7. FABRIC SHADE SAILS
8. CONCRETE PAVING
9. P.I.P PLAYGROUND
10. STEP STONE PATH

SECURE VESTIBULE

Minor wall and reception desk modifications will be made to enhance the secure entry vestibule to allow staff protection behind bullet resistant window while they provide security screenings of visitors. The security window contains a small opening to slide paperwork, identification, or visitor badges to staff. The improvements will Include casework within the vestibule area to facilitate family drop off of student items without visitors need to enter the office or school.

Staff Wellness/ Respite Room – a former copy room, with access to the staff work room will be converted to a private staff wellness/ respite room for staff that need a reprieve and/or breastfeeding, etc. new furniture, a sink and small refrigerator will be provided to support this room use.

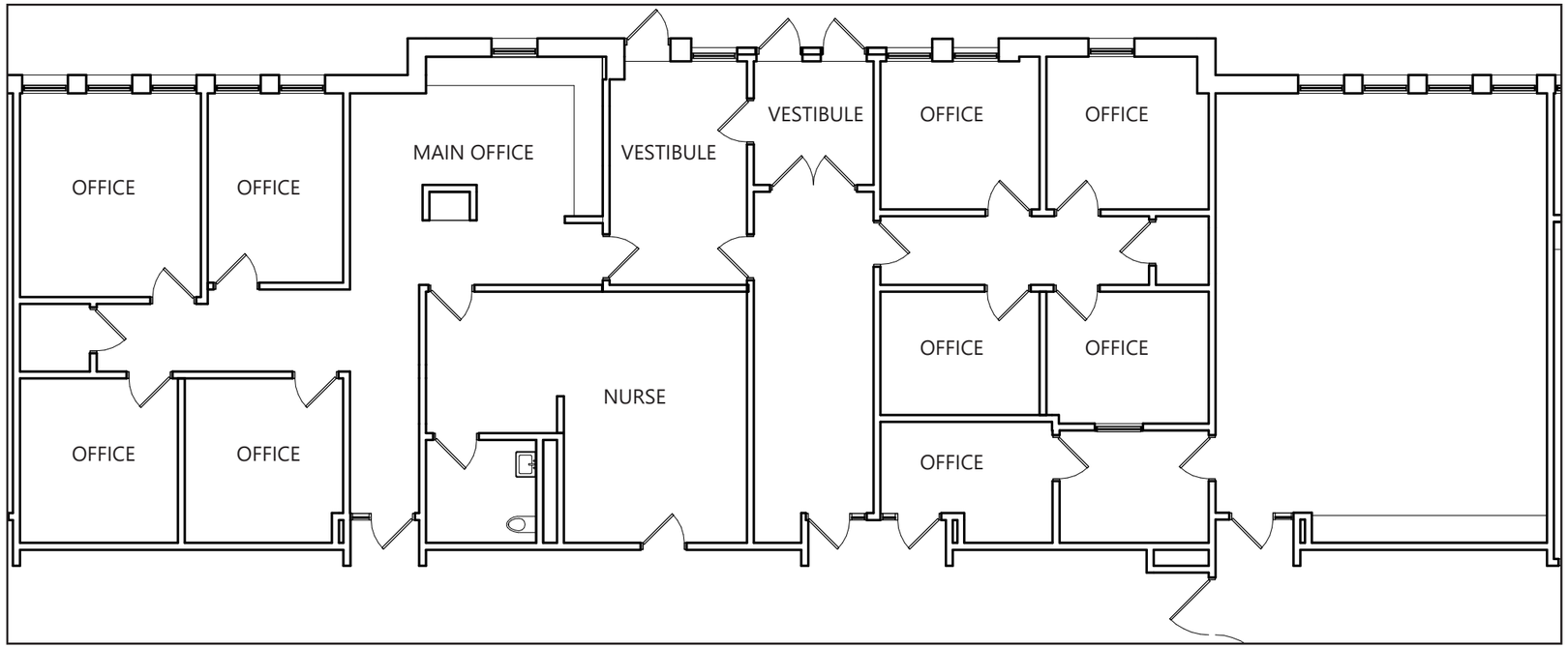
STAFF WELLNESS / RESPITE ROOM

A former copy room, with access to the staff work room will be converted to a private staff wellness/respite room for staff that need a reprieve and/or breastfeeding, etc. new furniture, a sink and small refrigerator will be provided to support this room use.

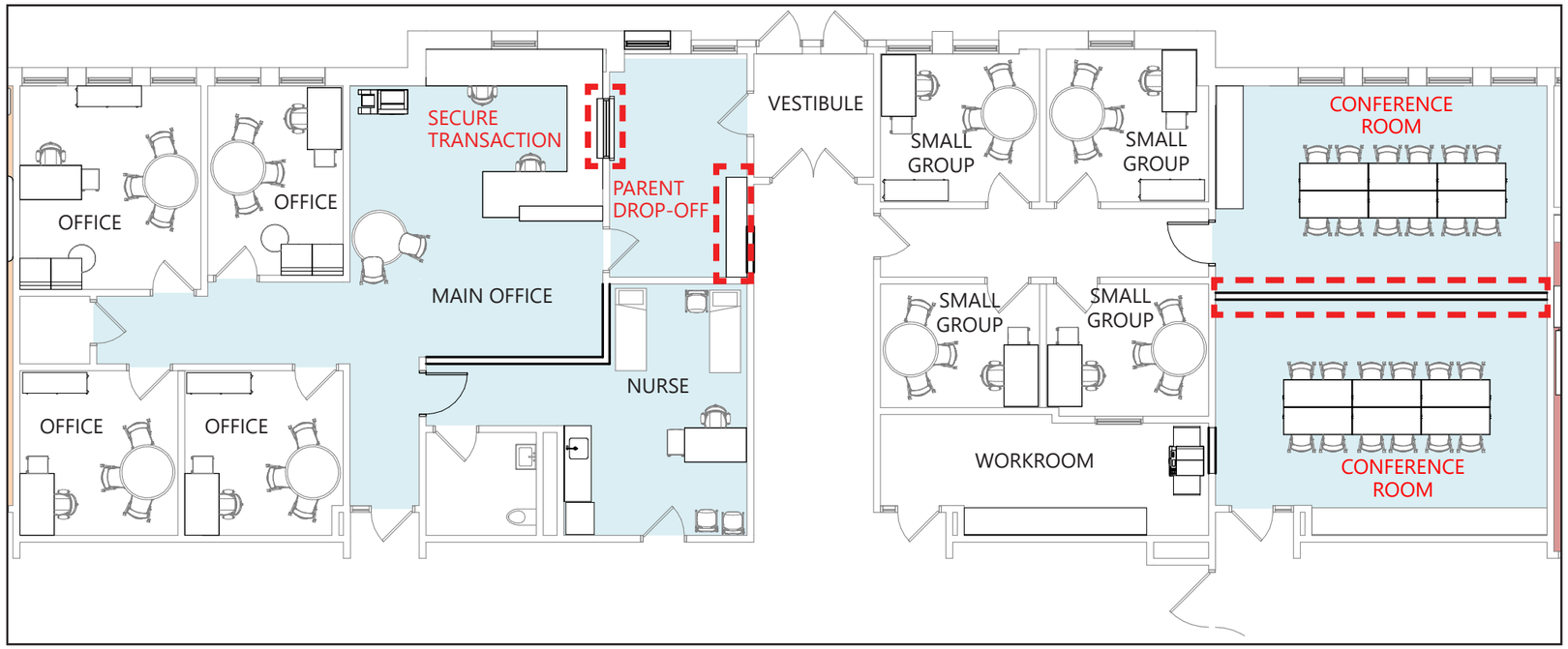
SUPPLY, PE & ACTIVITY STORAGE

A former small group instruction room that in adjacent to the staff room will be converted to a Supply Storage Room in order to clear supplies from the existing Multi-Purpose Room Storage Room. This shift will allow proper space for supply storage and for MPR and Gym related storage needs. In particular, the lunch tables and afterschool program equipment can be moved into the MPR Storage Room instead of being on the stage or along the back of the room.

EXISTING PLAN

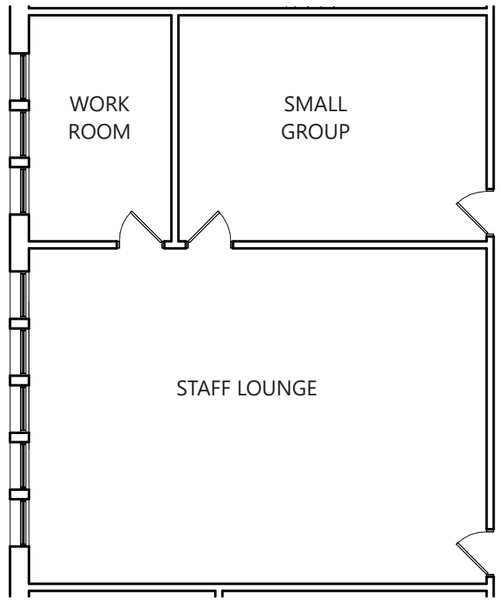


PROPOSED PLAN

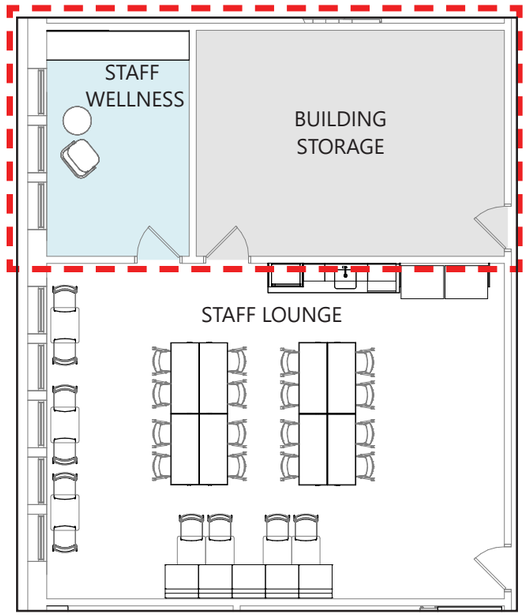


0′ 32′

STAFF WELLNESS



EXISTING PLAN



PROPOSED PLAN



CLASSROOMS, ESL AND STUDENT RESOURCE ROOMS

New suspended, lay-in acoustic ceiling tile and LED lighting systems are recommended to be installed. The suspended tile ceilings will assist with improved acoustics, and recessed LED lighting will be dimmable and color-balanced for optimizing the teaching and learning environments. Casework and teach walls will be provided for storage. New furniture that aligns with the District elementary school standards will be provided. Teach walls with sliding white boards that conceal full-height, vertical shelving storage will be provided on the upper floor classrooms. On the lower floor, due to the position of the toilet rooms inside the classroom, the teach wall closet intent for vertical shelving will be provided, without being built as a closet.

SMALL GROUP INSTRUCTION ROOMS AND OFFICES

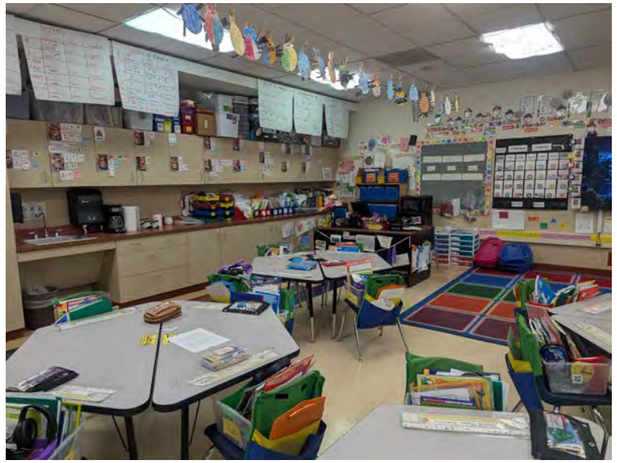
New suspended, lay-in acoustic ceiling tile and LED lighting systems are recommended to be installed. The suspended tile ceilings will assist with improved acoustics, and recessed LED lighting will be dimmable and color-balanced for optimizing the teaching and learning environments. Casework be provided for storage in teaching spaces. New furniture that aligns with the District elementary school standards will be provided.

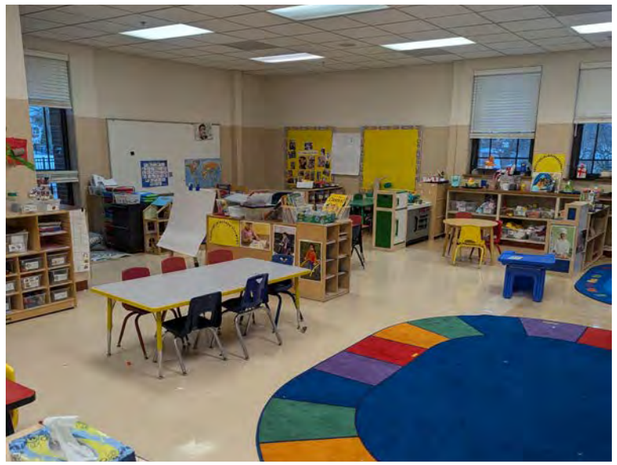
STUDENT RESOURCE SPACE

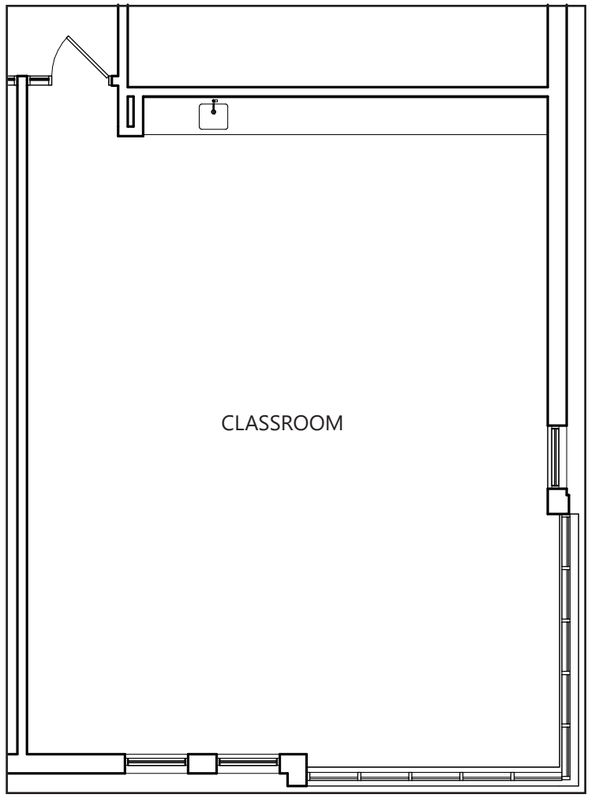
The former main office, located along Prairie Avenue will be renovated into Student Resource and ESL program instructional rooms to meet the needs of student population.

TYPICAL CLASSROOM

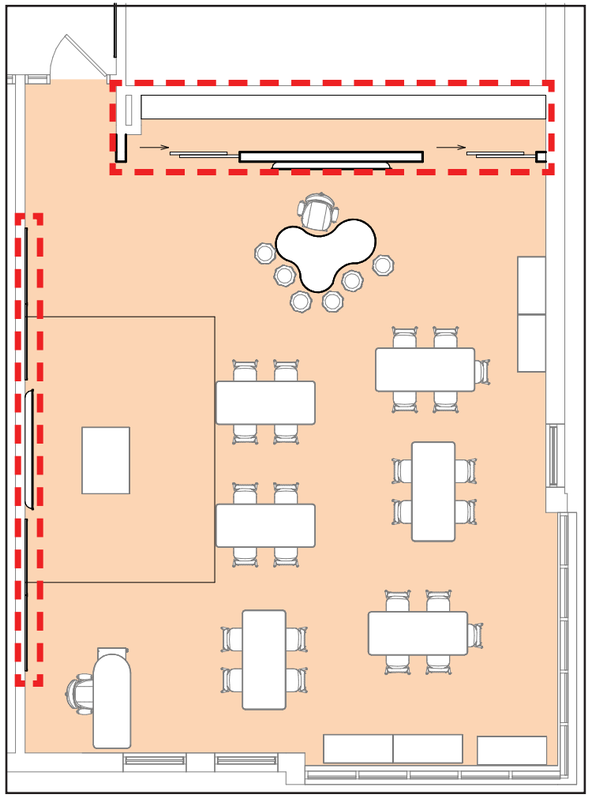








EXISTING PLAN



PROPOSED PLAN



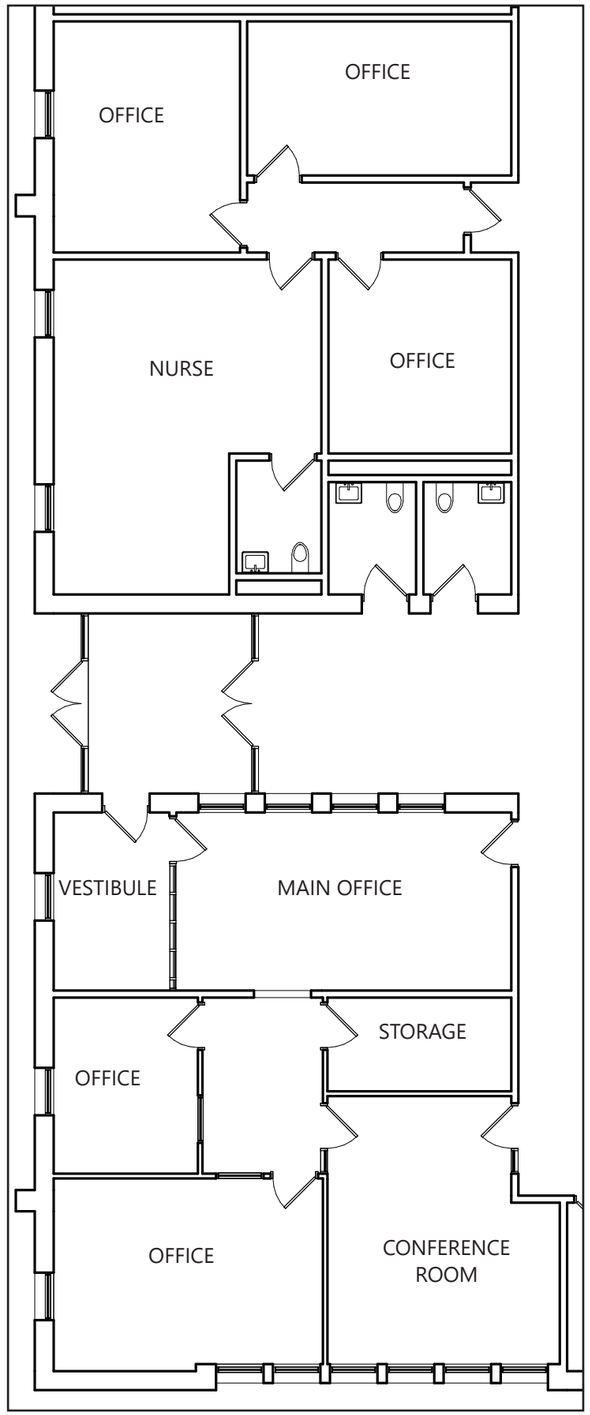




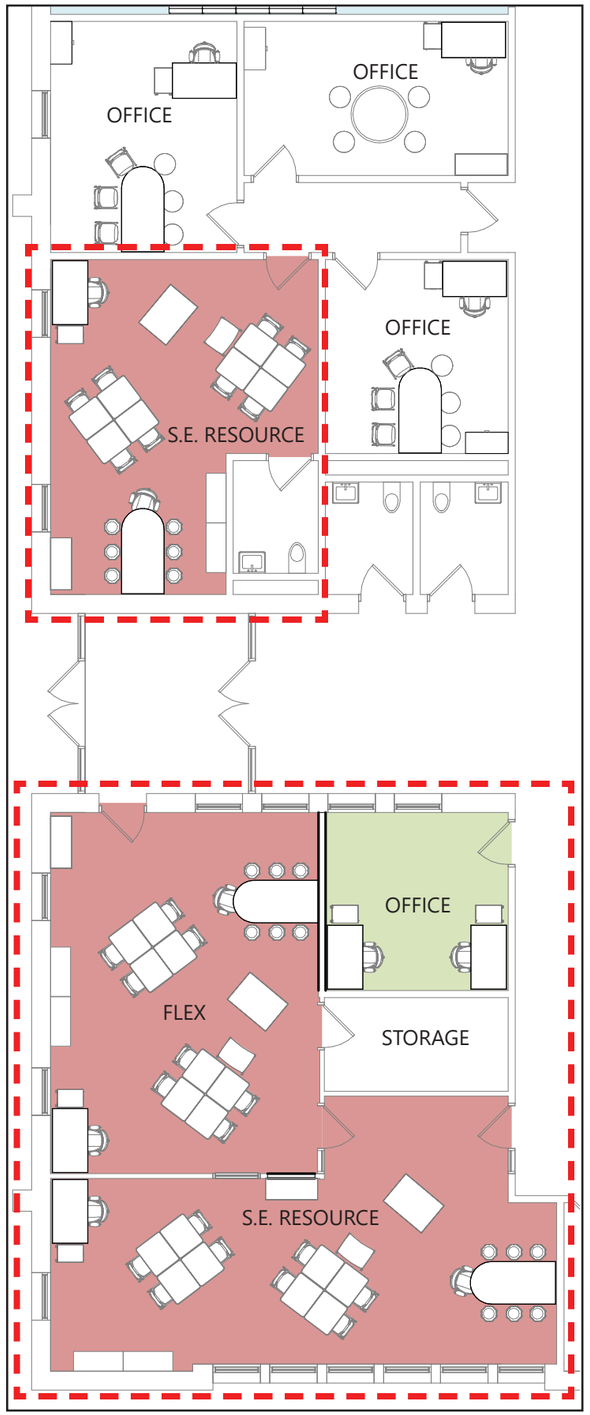


FORMER OFFICE RENOVATIONS

EXISTING PLAN



PROPOSED PLAN

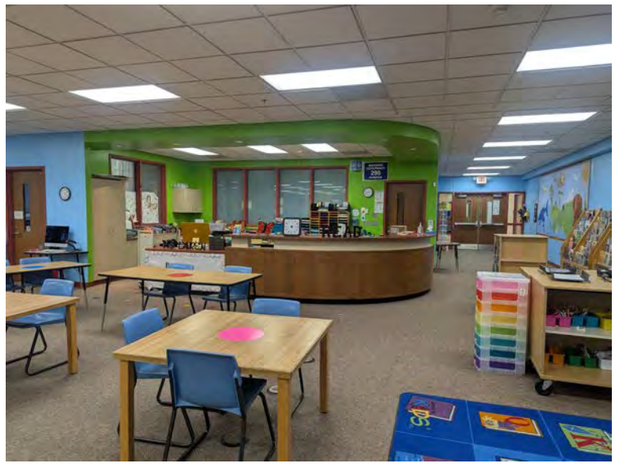


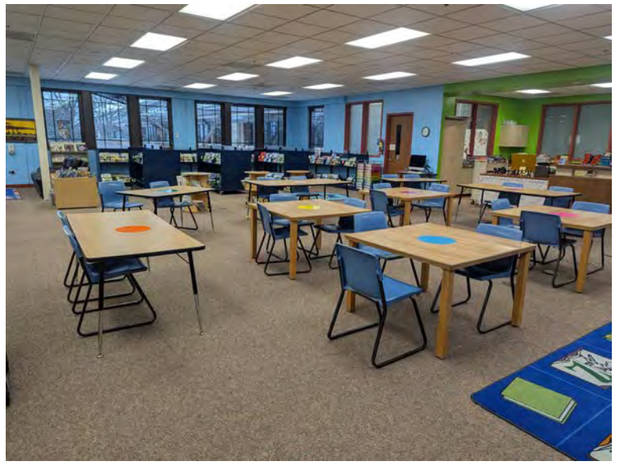
LIBRARY MEDIA CENTER

The existing Library Media Center (LMC) is a larger, open space that is accessed by all students; therefore, we are recommending several improvements to closet the gaps in aligning with the other renovated LMC’s in the District. The doors that close off the LMC will be removed. Colorful ceiling acoustic linear strips will guide students into and across the LMC. A three-dimensional wall feature, beginning at the entry and continuing along the entire east wall, will provide display space, seating, and platform presentation opportunities for students. A new circulation station will be located near the entry way to space. New flexible, moveable shelving will be provided. New furniture will be provided

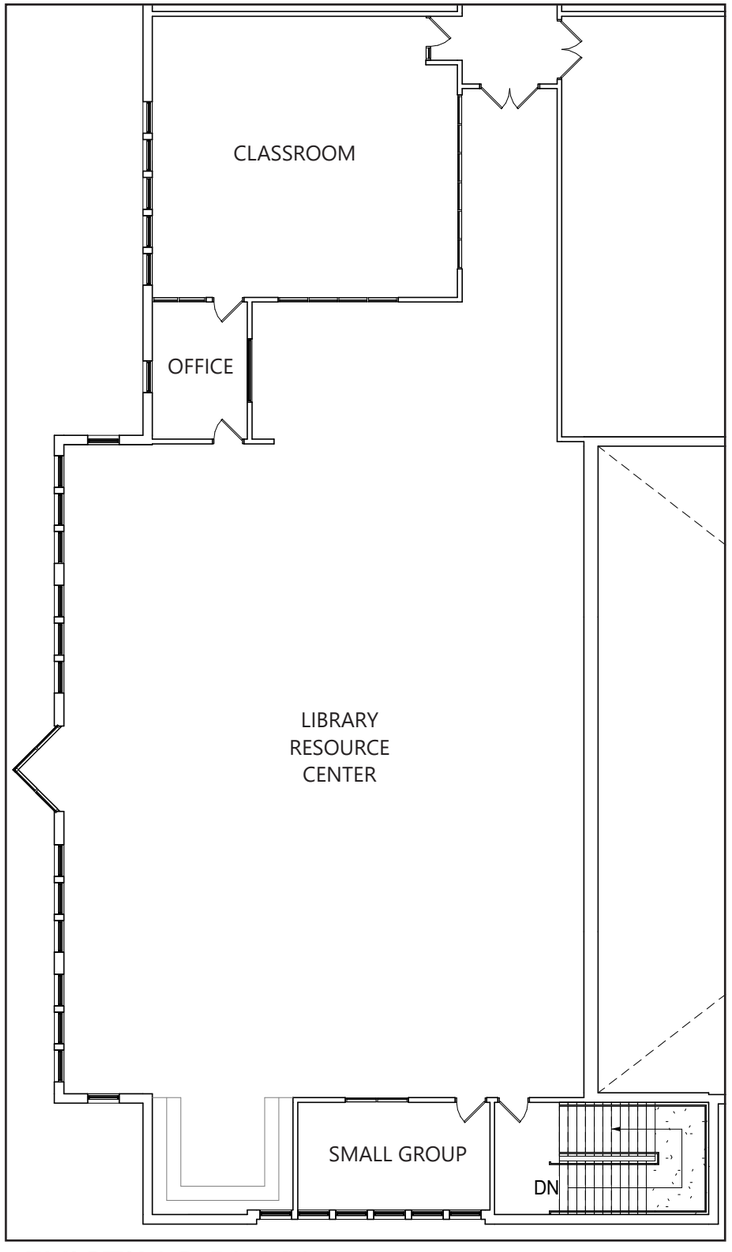
NEW SERVERY ADDITION

A small addition, attached to the west wall of the Multi-Purpose Room (MPR) will be constructed in 2027 to house permanent serving lines and equipment to distribute food to students.
The Servery addition will align with the District’s food service standards provided at the renovated and modernized elementary schools in the District. Having the equipment in a designated room will alleviate the equipment being stored out in the open, thus eliminating space and some activities held in the MPR. This will also prevent students from accessing or running into the equipment when they are in the MPR.

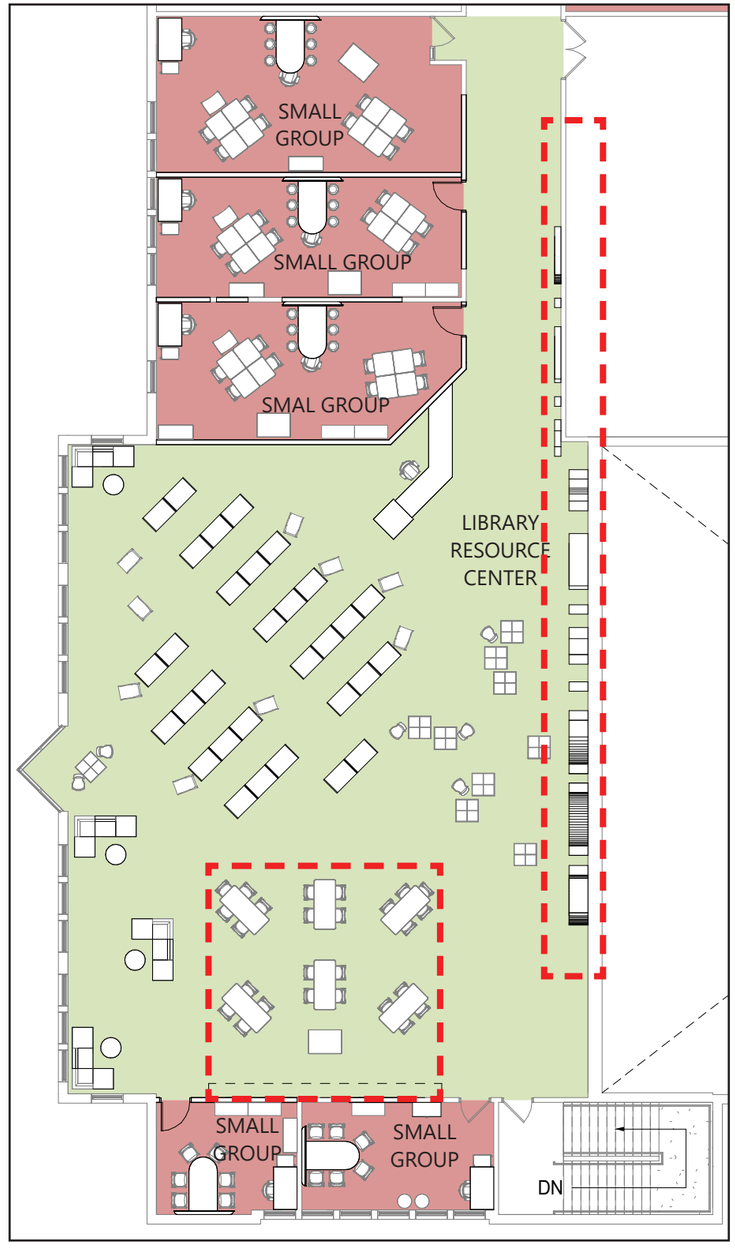








EXISTING PLAN

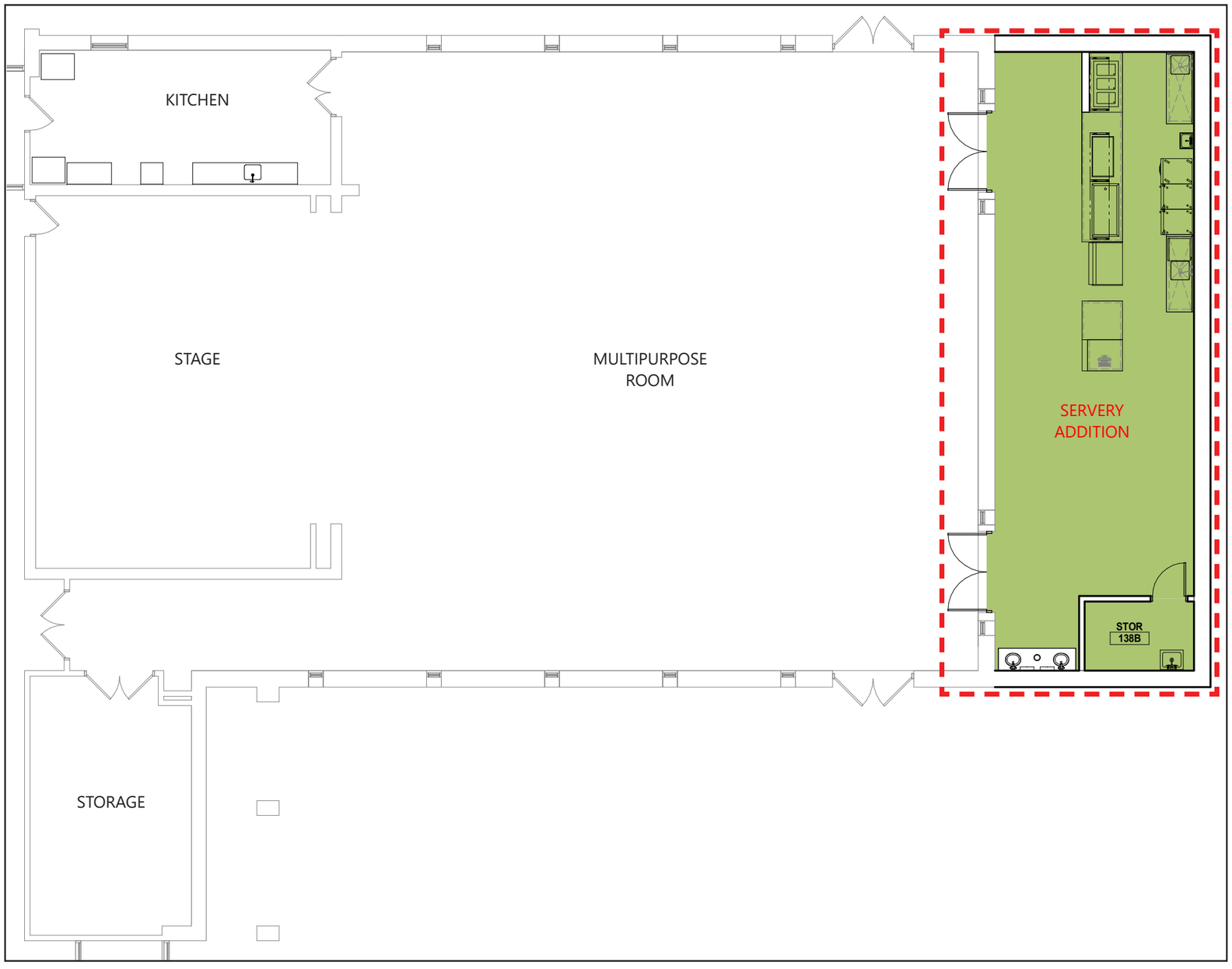


PROPOSED PLAN

0′ 32′


colaboracion

MULTIPURPOSE ROOM & SERVERY ADDITION



PROPOSED PLAN

0′ 32′

CORRIDORS AND STAIRS

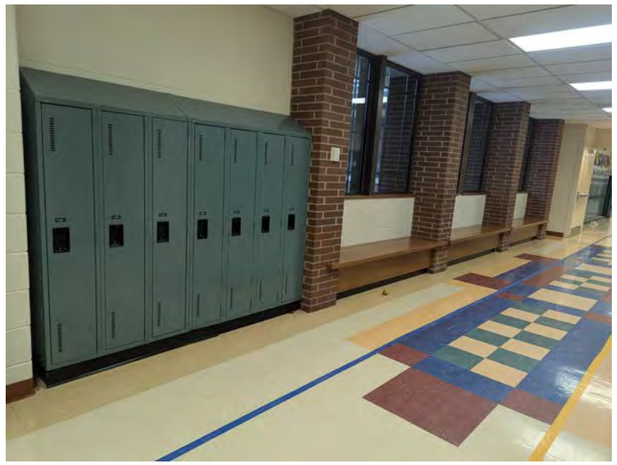
Two of the three existing stairs are accessible to students with doors to be held open (and connected to fire alarm system to close required) to promote transparency into the stairwells. They also have windows providing daylight views to exterior. The third stair, at the south end of the Library Media Center, will be improved with new door, lighting, wall graphics, and window/or skylight aligning it with the other two stairs.

Existing bench niches in the corridor will be improved with colorful seating cushions, supply shelving, and accent lighting to support student and teacher collaboration.

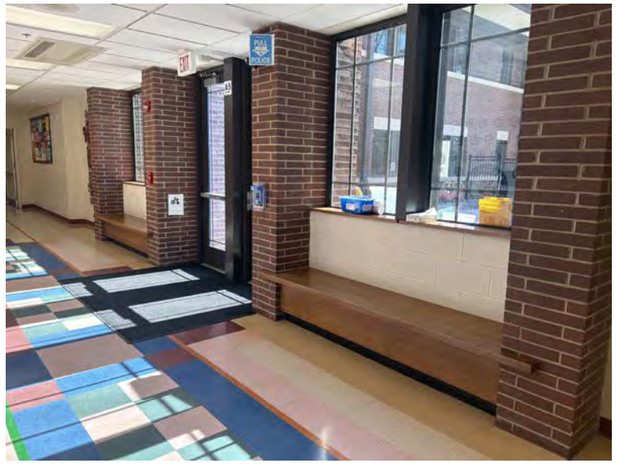
5TH GRADE COLLABORATION ZONE

One existing small group instruction room along the corridor outside the 5th Grade classrooms will be renovated to create a 5th Grade Collaboration Zone. This new space will promote student collaboration outside the classrooms, introduce autonomy in small groups, and prepare 5th graders for the large number of collaboration areas in the District’s middle school for grades 6-8. New flexible furniture and a flat panel display will be included to allow students to share work content and to socialize with each other

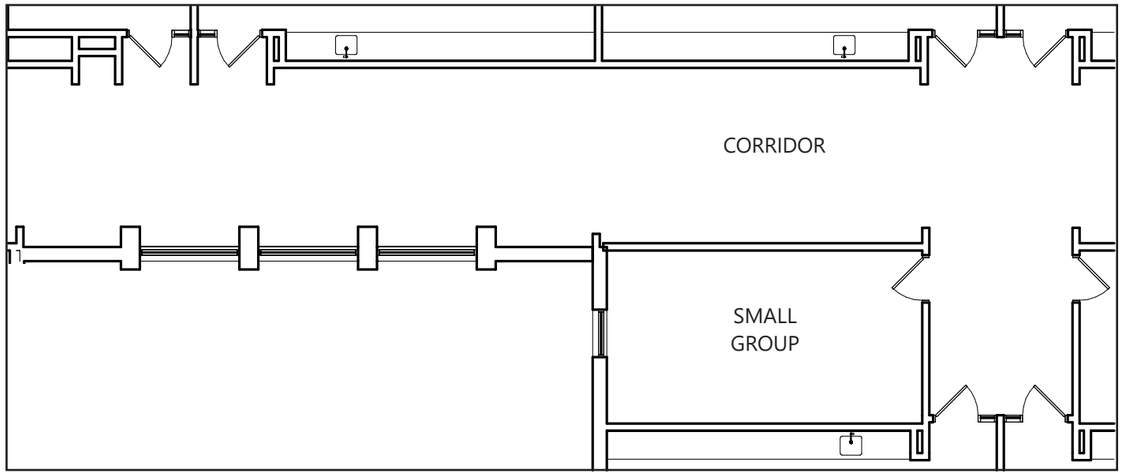
CORRIDOR COLLABORATION

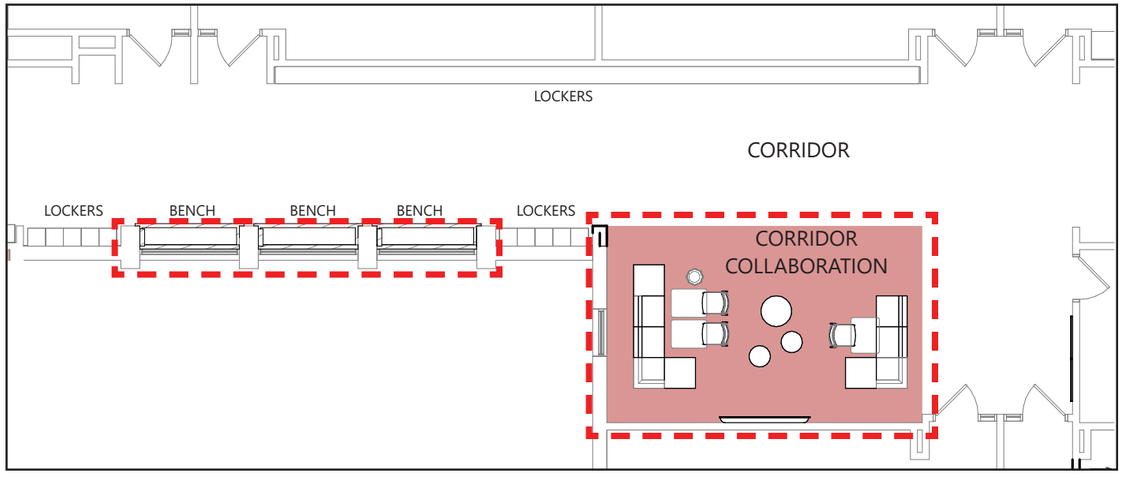






EXISTING PLAN





PROPOSED PLAN



CORRIDOR COLLABORATION



CORRIDOR COLLABORATION



APPENDIX

ACTIVITY FEEDBACK

THE FOLLOWING PAGES REPRESENT A WORKSHOP ACTIVITY FEEDBACK FROM THE FACITLITIES AND OPERATIONS COMMITTEE OF THE SUPERINTENDENT'S TASK FORCE FOR DUAL LANGUAGE CONSOLIATION AND THE COMMUNITY OPEN HOUSES.

LEARN

RED OUTLINE DENOTES HIGHEST RANKING COMMITTEE SELECTIONS AND COMMUNITY ENGAGEMENT FEEDBACK



FLEX LAWN SEATING



STONE SMALL GROUP SEATING



RAISED GARDEN BED



IN-GROUND GARDEN BED



CLASSROOM SEATING



PERGOLA



GROUP SEATING



SEATING WITH SHADE SAILS

CONNECT

RED OUTLINE DENOTES HIGHEST RANKING COMMITTEE SELECTIONS AND COMMUNITY ENGAGEMENT FEEDBACK



WALL MURAL



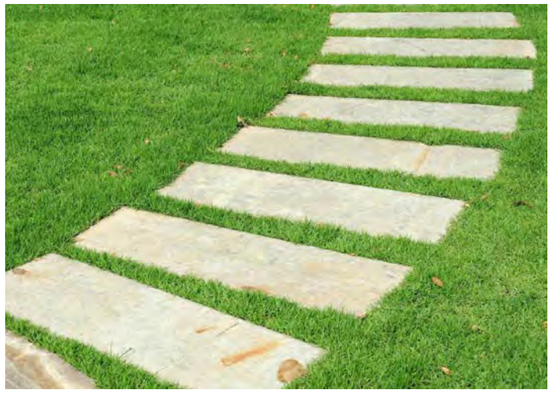
INSECT HABITATS



RETAINING WALL SEATING



GROUND MURAL



STONE PATH



FLOWER BEDS



FLEXIBLE SEATING



SCULPTURE



LOUNGE SEATING



CROSSWALK

PLAY

RED OUTLINE DENOTES HIGHEST RANKING COMMITTEE SELECTIONS AND COMMUNITY ENGAGEMENT FEEDBACK



MUSIC PLAY ELEMENT



GAGA BALL



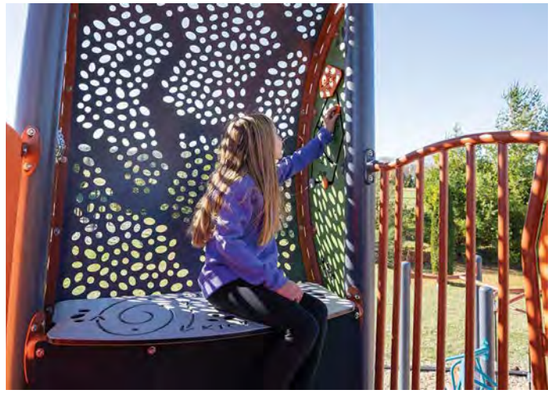
PAINTED GAMES



INCLUSIVE SPINNER



FLEX OPEN LAWN



SERENITY SPOT



ROCKER



POURED-IN-PLACE SURFACING



BASKETBALL



SENSORY PLAY / ACTIVITY PANEL

COLLABORATION AREAS & STUDENT SUPPORT

RED OUTLINE DENOTES HIGHEST RANKING COMMITTEE SELECTIONS AND COMMUNITY ENGAGEMENT FEEDBACK



GATHERING SPACES



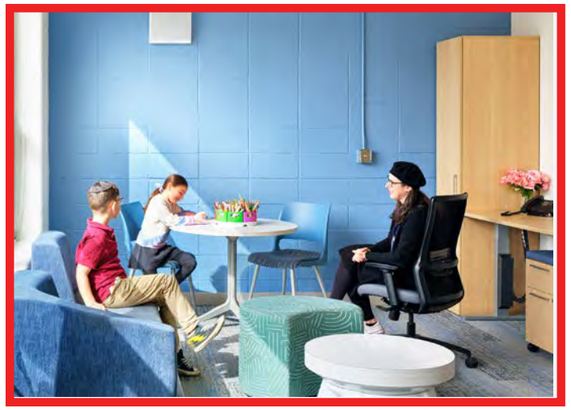
INSTRUCTOR SPACES



SEATING NOOKS



SMALL GROUP ROOMS



STUDENT SUPPORT SPACES



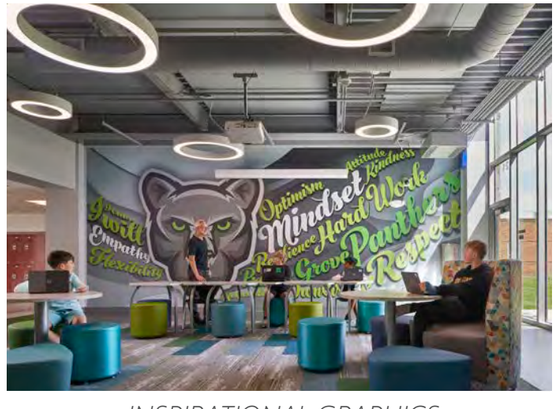
RELATED SERVICES SUITE



INSTRUCTIONAL SUPPORT SPACE



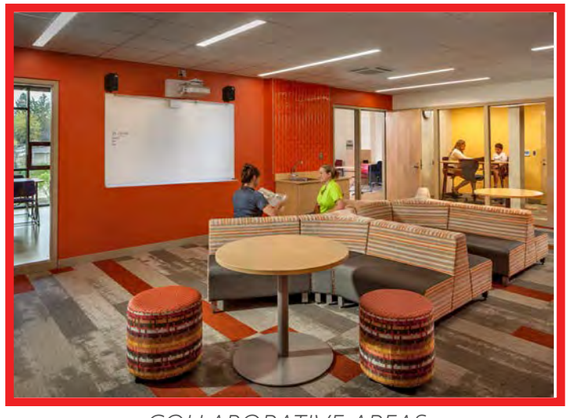
INDIVIDUAL LEARNING SPACE



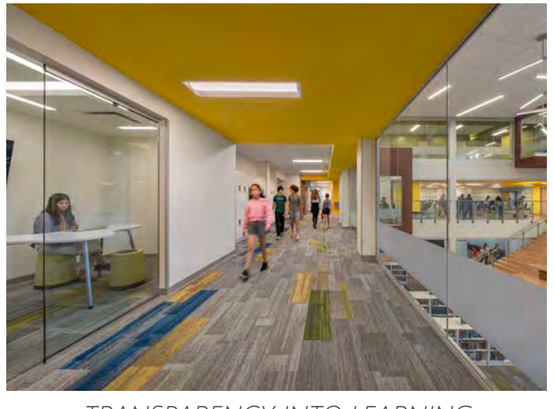
INSPIRATIONAL GRAPHICS



INTERACTIVE HALLWAYS



COLLABORATIVE AREAS



TRANSPARENCY INTO LEARNING

SPECIALS

RED OUTLINE DENOTES HIGHEST RANKING COMMITTEE SELECTIONS AND COMMUNITY ENGAGEMENT FEEDBACK



MUSIC ROOM



PORTABLE RISERS



ART AND MUSIC COMMONS



ART STUDIO



CONNECTION TO OUTDOORS



MUSIC PRACTICE ROOMS



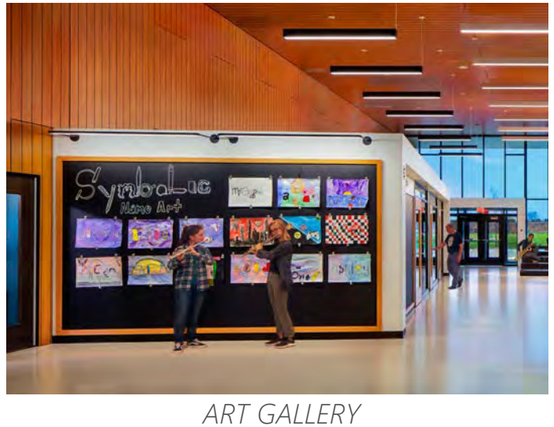
3D PROJECT DISPLAY



BAND/ORCHESTRA ROOM



DESIGN STUDIO



ART GALLERY



DYNAMIC ENVIRONMENT



MAKER SPACE

COMMON SPACES

RED OUTLINE DENOTES HIGHEST RANKING COMMITTEE SELECTIONS AND COMMUNITY ENGAGEMENT FEEDBACK



SMALL GROUP STUDY



ACTIVE LIBRARY



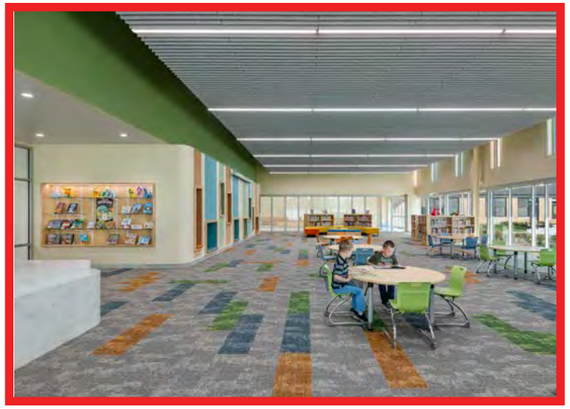
RETRACTABLE SEATING



STAGE/PLATFORM



DINING AND SERVING



OPEN MULTI-USE LIBRARY



MULTIPURPOSE EVENT SPACE



EXERCISE AND WELLNESS



CAFE STYLE FOOD SERVICE



COMMUNITY SPACE



CAFETERIA WITH STAGE



BRANDING & IDENTITY